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ABSTRACT

The Boise, Idaho career exploration project (grades 1-6) involves curriculum development, guidance/counseling, and research. Guidance and career units were primarily written by a curriculum writer and the project director; teacher involvement was mainly through study of the written materials. The guidance/counseling component is geared to the development of positive work attitudes and self-concept, expansion of occupational awareness, improved pupil performance in basic subjects, and the development of a Career Resource Information Bank. Student achievement was measured by usual normative and pre-post comparisons and criterion evaluation. Career awareness pre- and posttests were administered to six experimental groups while students in the control groups were posttested relating to their occupational awareness and interest. Standardized test instruments were found to be inappropriate to measure the side-effect results of a program not designed to directly influence academic achievement. Third-party evaluation indicated a very successful project. Future plans of the career awareness program include a three-year expansion to cover the entire district. More than half of the document is devoted to appendixes consisting of career and guidance units, curriculum materials lists by grade, an interim evaluation report, evaluation tests (career awareness and self-appraisal), and parent reactions. (EA)

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FINAL REPORT

Project No.: V261022L
Grant No.: OEG-0-72-0769

Career Exploration Research and Development Project Grades 1 - 6

Conducted Under
Part C of Public Law 90-576

Roy D. Irons
State Board for Vocational Education
518 Front Street
Boise, Idaho 83702

June 30, 1973

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FINAL REPORT

Project No.: V2610221
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Career Exploration
Research and Development Project
Grades 1 - 6

Conducted Under
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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 30, 1973

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TABLE "A"

GAIN ANALYSIS TABLE OF CAREER AWARENESS INSTRUMENT

Design is pre-post for experimental group and post for control.

Number for experimental group is 143; for control group is 211; total no.=357.

Data are in the form of percentage correct. (see instrument in appendix)

(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
GRADE		EXPERIMENTAL PRE-TEST	EXPERIMENTAL POST-TEST	CONTROL POST-TEST	GAIN EXPERIMENTAL & CONTROL POST-TEST	GAIN EXPERIMENTAL PRE-POST	DIFFERENCE PRE-TEST EXPERIMENTAL AND POST-TEST CONTROL	CORRECTED GAIN CONTROL & EXPERIMENTAL
1		--	79	61	+18	--	--	--
2		60	83	66	+17	+23	-6	*17
3		64	83	66	+17	+19	-2	*17
4		44	73	51	+22	+29	-7	*22
5		66	80	65	+15	+14	-1	*13
6		49	66	51	+15	+31	-3	*28
$\bar{X}$	=	56.5%	77.3%	60.0%	+17%	+21%	-3.5%	*19.4%

$\bar{X}$ Indicates mean percentage per column.

\+ Indicates experimental group scored higher on test than control group or post-test for experimental was higher than pre-test.

CT Indicates control group post-test was higher than experimental group pre-test.

* Indicates that gain of experimental group is greater than gain of control group.

TABLE "B"

SELF APPRAISAL INVENTORY

RAW PERCENTAGES

Number of experimental students: 155

Number of control students: 303

(1) GRADE	(2) GROUP	(3) PEER	(4) SCHOOL	(5) GENERAL	(6) TOTAL
1	Experimental Pre	59.1%	65.5%	76.1%	66.1%
	Experimental Post	59.9%	78.4%	78.6%	73.5%
	Control Pre	56.7%	62.0%	72.3%	62.9%
	Control Post	53.7%	62.5%	82.7%	64.7%
2	Experimental Pre	56.2%	59.5%	76.8%	63.2%
	Experimental Post	54.0%	50.2%	76.2%	58.4%
	Control Pre	54.4%	55.7%	74.2%	60.5%
	Control Post	53.2%	52.4%	74.7%	58.5%
3	Experimental Pre	55.9%	60.7%	75.2%	62.9%
	Experimental Post	55.2%	63.8%	75.4%	63.9%
	Control Pre	58.8%	60.8%	78.9%	64.9%
	Control Post	56.0%	56.4%	71.7%	60.3%
4	Experimental Pre	55.8%	60.3%	61.6%	59.2%
	Experimental Post	61.0%	67.5%	69.8%	66.1%
	Control Pre	65.8%	65.3%	73.4%	68.3%
	Control Post	65.8%	73.3%	74.3%	71.1%

TABLE "B" CON'T.

(1) GRADE	(2) GROUP	(3) PEER	(4) SCHOOL	(5) GENERAL	(6) TOTAL
5	Experimental Pre	62.2%	59.2%	68.0%	63.4%
	Experimental Post	65.6%	70.6%	72.4%	69.5%
	Control Pre	60.4%	53.2%	66.6%	60.7%
	Control Post	55.0%	48.5%	57.9%	53.8%
6	Experimental Pre	54.7%	55.3%	58.2%	54.8%
	Experimental Post	62.9%	63.7%	62.1%	62.9%
	Control Pre	51.1%	46.5%	58.5%	52.1%
	Control Post	68.3%	58.5%	72.1%	66.2%

TABLE "B" (1)

GAIN ANALYSIS SUMMARY DATA OF SELF APPRAISAL INVENTORY

(See table "B" for percentages by area)

(1) GRADE	(2) % OF GAIN EXPERIMENTAL PRE-POST	(3) % OF GAIN CONTROL PRE-POST	(4) PRE-EXPERIMENTAL TO PRE-CONTROL % COMPARISON	(5) POST-EXPERIMENTAL TO POST-CONTROL % COMPARISON	(6) **RATE OF CHANGE EXPERIMENTAL	(7) RATE OF CHANGE CONTROL	(8) COMPARISON EXPERIMENTAL TO CONTROL RATE
1	+7.4	+1.3	+3.2	+8.8	1.12	1.03	+.09
2	-4.8	-2.0	+10.	-4.6	*.92	*.96	-.04
3	+1.0	-4.6	-2.0	+3.6	1.01	*.92	+.09
4	+6.9	+2.8	-9.1	-5.0	1.11	1.04	+.07
5	+6.1	-6.9	+2.7	-15.7	1.09	*.88	+.21
6	+8.1	+14.1	+2.7	-3.3	1.14	1.27	-.13

Columns (7) and (8) computed from column 6, Table "B".

\+ Indicates pre was greater than post.

\- Indicates pre was less than post or column (8) control was greater than experimental.

* Indicates a loss rather than gain.

** Greater than 1.00 indicates a gain.

TABLE "B" (2)

COMPARISON BY SUMMARIZED AREA TOTAL PERCENTAGES
(See Table "B")

	(1) PEER	(2) GAIN	(3) SCHOOL	(4) GAIN	(5) GENERAL	(6) GAIN	(7) TOTAL	(8) GAIN
EXPERIMENTAL PRE	57.3		60.1		69.3		61.6	
		+2.5		+5.6		+3.1		+4.1
EXPERIMENTAL POST	59.8		65.7		72.4		65.7	
CONTROL PRE	57.9		57.3		70.7		61.6	
		+ .8		+1.3		+1.5		+ .8
CONTROL POST	58.7		58.6		72.2		62.4	
GAIN COMPARISON EXPERIMENTAL OVER CONTROL		*1.7		*4.3		*1.6		*3.3

\+ Indicates Gain.

* Indicates experimental greater than control.

TABLE

STANDARDIZED ACADEMIC ACHIEVEMENT TESTS

METROPOLITAN AND STANFORD

Experimental Number: 141
Control Number: 196

Pre-test, Stanford (Fall 1972); Post-test, Metropolitan (Spring 1973)
Percentile Data

GRADE 1 - METROPOLITAN

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental	73.9		73.3		74.9	
		-13.8		+.6		+26.6
Control	87.7		72.7		48.3	

GRADE 2 - METROPOLITAN AND STANFORD (Pre)

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental (pre)	55.1		49.3		51.7	
		-.1		-4.6		-14.8
(post)	55.0		44.7		36.9	
Control (pre)	56.6		63.1		58.9	
		+4.9		-5.5		-14.4
(post)	61.5		57.6		44.5	

GRADE 3 - METROPOLITAN (post) and STANFORD (pre)

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental (pre)	48.8		54.2		49.8	
		+9.7		+2.8		-10.6
(post)	58.5		57.0		39.2	
Control (pre)	58.2		57.5		40.8	
		+6.0		+1.3		-18.3
(post)	64.2		58.8		22.5	

TABLE "C" CON'T.

GRADE 4 - MOTROPOLITAN (post) and STANFORD (pre)

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental (pre)	47.8		45.9		39.1	
		-3.6		+6.4		- .3
(post)	44.2		52.3		38.8	
Control (pre)	65.4		52.2		50.6	
		-4.7		+5.4		_10.5
(post)	60.7		57.6		40.1	

GRADE 5 - METROPOLITAN (post) and STANFORD (pre)

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental (pre)	62.4		48.4		50.0	
		-4.7		+7.8		-15.3
(post)	57.7		56.2		34.7	
Control (pre)	54.9		45.4		28.7	
		-3.7		+5.7		+3.2
(post)	51.2		51.1		31.9	

GRADE 6 - METROPOLITAN (post) and STANFORD (pre)

	VOCABULARY	GAIN	READING TOTAL	GAIN	MATH	TOTAL GAIN
Experimental (pre)	54.6		54.1		53.2	
		+1.9		+4.4		-2.4
(post)	56.5		58.5		50.8	
Control (pre)	51.8		45.7		52.8	
		+2.3		+9.3		-1.8
(post)	54.1		55.0		51.0	

TABLE "C" CON'T.

PERCENTILE AVERAGES OF ACHIEVEMENT TEST BY AREA

		PERCENTILES	GAIN	RATE OF CHANGE
VOCABULARY: Grades 2 - 6				
	Experimental Pre	53.7		
			+.7	1.01
	Experimental Post	54.4		
	Control Pre	57.4		
			+.9	1.01
	Control Post	58.3		
READING: Grades 2 - 6				
	Experimental Pre	50.4		
			+3.3	1.06
	Experimental Post	53.7		
	Control Pre	52.8		
			+3.2	1.06
	Control Post	56.0		
MATH: Grades 2 - 6				
	Experimental Pre	48.8		
			-8.7	.82
	Experimental Post	40.1		
	Control Pre	46.4		
			-8.4	.81
	Control Post	38.0		

TABLE "D"

TABULATED SUMMARY OF

PROFORMANCE OBJECTIVE COMPLETION*

Grade	Number of Objective	# of Objective Presented	Number of Objectives Successfully Completed
1	28	18**	18*
2	31	20	20
3	30	30	27
4	30	30	26
5	27	27	26
6	28	29	28

* See Appendix A for Objective Titles.

* Note 5 Objectives moved from 1st to 2nd grade.

SUMMARY

A. Time Period Covered By the Report

January 1, 1972 - June 30, 1973

B. Goals and Objectives of the Project

1. Focus of the Project

Despite the fact that much progress is desirable at the secondary level the Advisory Committee recommended that immediate steps should be undertaken to orient teachers and counselors at the elementary level to the world of work to increase the career awareness of students at the earliest, most impressionable age. This project will enable us to carry out this recommendation by: developing, testing, and demonstrating a comprehensive career education program at the elementary level with the following objectives:

(1) To develop in pupils positive attitudes about the personal and social significance of work as it relates to the individual.

(2) To develop within each pupil a positive self-concept.

(3) To expand students' occupational awareness and realistic aspirations.

(4) To improve overall pupil performance in 80% of the students by focusing the career education theme throughout the curriculum.

2. Elementary School Component

a. Curriculum Development

(1) A committee of teachers, patrons, curriculum specialists and the CDC will explore the existing curriculum and include 75% more career awareness experiences for students than are now being effected.

(2) The committee will develop a written plan to re-focus the elementary subjects around the career awareness theme.

(3) Teachers will be paid to work with the CDC on curriculum adaptations.

b. In-Service Training for Staff

(1) A minimum of 20 teachers and counselors will participate in an "Elementary Career Exploration Workshop" conducted by the State Department of Vocational Education during the summer of 1972.

c. Testing

(1) Students in the six experimental groups will receive pre- and post-tests in career awareness. Students in the control groups will be post tested relating to their occupational awareness and interest. Post testing only will provide, in our opinion, a tighter research design than a pre- and post-test.

d. Project Co-ordination

(1) The CDC will be the person who co-ordinates the input of the resource people, activities and materials. He will work with the individual teachers to effect this.

(2) Volunteers will be used to assist in enlisting the support of resource people and co-ordinating the total effort.

3. Guidance and Counseling Component

During the school year 1972-73, the Career Development Counselor will carry on a complete and articulated model program of guidance and counseling at grade levels 1 - 6. The model program will have the following characteristics:

a. It will be based on the systems approach, particularly those presently associated with evaluation.

b. It will define guidance criteria in terms of student behavioral objectives. These objectives will include:

(1) To develop positive attitudes in pupils about the personal and social significance of work as it relates to the individual.

(2) To develop within each pupil a positive self-concept.

(3) To expand the student's occupational awareness and realistic aspirations.

(4) To improve the overall pupil performance in basic subjects in at least 80% of the students through focusing the career development theme throughout the entire curriculum.

c. The counselor will assist the students on an individual and group basis. Each grade will be engaged in small group activities consisting of discussions relating to the world of work.

d. It will stress program objectives which are realistic possibilities within the resources of Garfield School. The counselor will plan with the teacher to insure the utilization of resource personnel and materials.

e. It will provide for corrective feedback based on evaluation of the achievements of the program.

f. A Career Resource Information Bank (CRIB) will be developed and will include:

-community resource people
-businesses
-industrial plants
-on-the-job demonstration sites
-kits of materials to promote career awareness
-career "mock-up" materials and supplies
-audio visual equipment

The project will be comprehensive in nature. That is, the project activities will cut across all educational experiences of a student at each particular grade level. For example, at the fourth grade level, activities designed to increase the self-awareness of each student and also his career awareness will be conducted as integral parts of the ongoing studies in the language arts, math, science, and social studies, health, etc. At the end of the school year, the results will be analyzed and recommendations will be made for revisions and refinements of the program for the next year.

3. Research and Development Requirements

The Research and Development requirements will be met by:

a. Selecting one class from each of the six grade levels to be the experimental groups. The remaining classes will become control groups. Thus, there will be four control groups from the first grade and three control groups from each of the other grades 2 - 6, and one experimental group from each grade.

b. Researching Eric documents and collecting information on community and establishing a file of resource people, places and instructional materials.

c. Pre and post testing to be administered to the experimental groups. Post-testing to be administered to the control groups.

d. Inviting use of the project as a demonstration model.

e. Innovations which are observable and show improvement in career orientation.

5. Third Party Evaluation Plan

The total project will be evaluated in component parts using the "Systems Approach" to evaluation. An outside evaluation team will be contracted who will determine if the project objectives and the student objectives have been met.

C. Procedures Followed

Interviewing for the CDC position was conducted in early February of 1972. The finalization of the program did not allow a start of the project before March of that year. The CDC began work on March 15. As a result of the late start, other phases of the program were not studied as well as they might have been, especially in research, in order to have the program in operation by September. No research and development specialist was hired as it was felt the money allotted to this area could best be used in on-sight observation of other projects and conferences. This proved to be a very valuable decision as much information and direction was taken in this manner.

A search was conducted of the Eric literature and a number of helpful items were found. Correspondence was conducted with all known projects and State Departments of Education. This proved to be a valuable task for helping study alternatives and ideas. Most projects and states were in the same position as Idaho, just beginning with nothing developed for distribution. Materials were ordered and studied for use in the project. This was begun in April and continued throughout the school year. (See Appendix B)

A study was conducted of the existing curriculum and it was found there was no organized effort to include careers in any of the disciplines. If inclusion existed, it was incidental to a particular area of social studies, or the interest of an individual teacher. As a result, the use of the career awareness curriculum will focus far more than 75% more inclusion in most classrooms and at least this much in all classrooms.

The committee and director felt it was impractical and impossible to rewrite the elementary curriculum to emphasize career awareness. Instead, a plan was developed to write a career awareness curriculum to be used in all subject areas and guidance which would achieve the same purpose. This has been done.

The committee and director determined the curriculum could best be written by hiring a curriculum writer. This person and the director wrote 80% of the curriculum by July 14, thus allowing time for printing and assembly by the start of school. Teacher input was involved through study of the written materials, but no actual writing was done by the project teachers other than in the workshop. The committee felt a more uniform curriculum would be written if fewer people were included in the actual formulating. Ideas, however, were supplied by many people. The finished, rewritten and reprinted curriculum is in six volumes, one for each grade. It contains 40 guidance units, 156 career units with over 1300 activities, and 1400 printed pages.

A Career Awareness Workshop was held July 31 through August 11 for 20 teachers, elementary counselors, 2 secondary counselors, and 3 elementary principals. These participants represented a cross section of the school district as well as 2 staff members of the Canyon Owyhee School Services Agency in the Caldwell, Idaho area. The workshop was conducted by two consultants. The first week utilized the experience of Harry Weisenberger of the North Dakota State Department of Vocational Education. The second week was conducted by Dr. George Leonard, Professor of Educational Guidance and Counseling, Wayne State University.

The workshop participants each selected a grade area and occupation they were interested in developing. In this manner thirty of the units were written.

A thorough search was made for a career related test for elementary students. Those found were designed to measure values of occupations rather than simply knowledge of occupations. Also they did not cover the specific areas which the curriculum of this project emphasized. As a result, the director developed six career awareness tests to measure a student's knowledge about the careers studied in this project. These tests were planned for one question for each unit in the correspondingly related grade. Therefore, Grade 4 has 30 units, so it's test has 30 questions.

These tests were given to the pilot rooms in September of 1972 and again in May of 1973. The results showed an average percentage increase of correct answers of 20.8%, from 56.5% to 77.3%. The control rooms were given only the post test. Their average percentage was 60.0%, 3.5% higher than the pre-pilot rooms and 17.3% below the post-pilot rooms. There were 146 students involved in the pre and post career awareness test and 211 control students. Only those results were used in the pilot group of those students who took both tests. All pilot students showed a larger percentage increase than was shown by the pre-pilot and post-control. (See Table #1)

The CDC worked throughout the project with the Supervisor of Guidance and his staff of counselors. The guidance program was developed by this group under the guidance of the project director. The direction of the guidance and counseling in the project is similar to the direction taken by the Elementary Guidance program already in existence in the District. It follows an Adlerian theme of class meetings and working with parents, teachers, and groups of students on a preventative course. The project counselor, Helen Washburn, was responsible for 43 classrooms in two buildings. She conducted at least eight class meeting situations with each of the pilot rooms during the school year. Since she was also responsible for all other classes in the building, some control rooms also received her services, but not always on the same subjects. Because of this, there may be some question about the results of the self-appraisal inventory given all pilot and control students. The activities of the guidance component are designed so that they can be organized and utilized by a counselor or a teacher with a minimum of training in the procedure of class meetings and materials. This was one of the goals set down by the committee, since not every building will have the services of a counselor.

The guidance units and related materials were designed to develop within each pupil a positive self concept. A self-appraisal inventory was given to the pilot (155 students) and control (303 students) pre and post. Positive responses of both groups were the same on the pre-test, 61.6%. Positive responses on the post test for the pilot group showed an average of 65.7%, whereas the average of the control group was 62.4%, a 3.3% difference. There was a great difference from room to room. The responses for Grade 1 showed an average of 73.5% positive. In comparison, the agerage of Grade 2 was 58.4% positive. This would indicate that the classroom teacher is the key in this area. (See Table 2)

The career development theme has been focused throughout the entire curriculum. The results of the standardized tests administered in May of 1972 and April of 1973 show no significant change in the performance of the students as a group. The pilot and control groups were very similar in every area measured. The true measure of this curriculum, however, must be measured after the student has gone through all grades 1 - 6, since the curriculum is designed in this way. A gradual increase of performance of career awareness students should be expected from grade to grade over the results of a control group. (See Table #3)

Most of the world of work activities were conducted by the classroom teachers in the project. The counselor's sessions generally dealt with self-awareness, personal development, and school problems. In most instances these were in some way related to work situations.

D. Results and Accomplishments

1. Career Units

Numerous meetings were held from the outset of the project (March 15) involving teachers, coordinators, supervisors and curriculum specialists from the District to look at the direction and specific design of the Career Awareness Curriculum. Correspondence was conducted with every known project and all State Departments of Education to study other plans and see how they might be adapted to the special needs of this District.

Next the outline of the curriculum was developed using as its base the fifteen clusters identified by the United States Office of Education. These were used to insure all occupational areas would be represented in the curriculum.

The research of these career education curriculums indicated there was a wide range of time spent on one subject or occupational area. The planning committee outlined the following needs for this curriculum: (1) include a wide range of occupational areas from all clusters; (2) include as many subject areas as possible in each occupational area; (3) limit the time in an occupational area to that which the teacher felt the student would maintain interest and learning.

It was decided each unit or occupation area should be studied approximately one week in grades 3 - 6. Therefore, a total of 140 job areas was identified. The committee then determined which grade level was best suited for each occupation after studying the existing curriculum in all subject areas. As plans progressed some occupations were eliminated and others added. Eventually the curriculum was set at 116 units for grades 3 - 6.

It was felt grades 1 and 2 should have a somewhat different format. Grade one would involve an overview of work with heavy emphasis on developing positive self concepts. Grade two would study seven models or groups of work, each approximately one month in length. (See Appendix A). During the testing of these models, one, Health Occupations, has been moved to first grade to involve more activities in that grade and to allow more time for each model in grade two.

The director and committee felt a rather detailed curriculum needed to be developed. This was not something which could easily be done by teachers in off-hours or workshops and have it ready to test by the beginning of the school year in September. Therefore, a curriculum writer was hired to develop part of this program following the specific guidelines set down by the committee. This writer was a sixth grade teacher in a District elementary school. She was released for two weeks in May of 1972 to work with the project teachers and test ideas while they were still in school. The curriculum writer and project director then spent the month of June and the first two weeks of July writing and developing units. Of the 156 career units

in grades 1 - 6, 126 were written during this period. The remaining 30 units were written by workshop participants in August. As the units were written, they were studied by the committee and then printed. It was decided that the units would be tested in the classrooms as thoroughly as possible during the school year and at that time be rewritten by the director incorporating the suggestions of the teachers testing them. In this manner the units would all be rewritten by the end of the school year.

During the year, many materials were studied to determine if they fit the needs of the project. These included filmstrips, films, kits, books, tools, games, etc. Most was sent for on approval and approximately one third of that studied was kept. The list of materials, which are written into the curriculum, can be found in Appendix B.

One of the main emphases of the program is "bringing the community into the classroom and bringing the classroom to the community". The curriculum is designed to use as many resource speakers and field trips as is educationally sound. In most units teachers can use one of these activities.

The units themselves consist of from six to fifteen activities. Each activity has a designated subject area with as many subjects involved in each occupation unit as possible. Most activities can be used independently of another; therefore, teachers are able to choose any number of the activities and in any order. They might use one a day or several in one day. These would be used in various subject areas. The activities are varied enough to fit all teaching styles and interests. Materials are listed with each unit and individual activity. These materials are supplied by the career awareness office at a scheduled time. In this way, teachers will not have to do much of the leg work involved in the program. Materials for all activities will be supplied; the teacher determines which of these to use.

2. Guidance Units

The career awareness guidance activities consist of three phases; (1) activities included in many of the career units and developed by the teacher in the classroom; (2) guidance units in each grade level based on filmstrips to help develop a positive self image. These sessions can be conducted by the teacher and/or the counselor; (3) the existing elementary guidance program in the District. In addition to these, currently first and second grades will utilize the American Guidance Service's Developing Understanding of Self and Others Kit 1. DUSO Kit 2 has been ordered for grades three and four. These kits will provide as many guidance activities as the teacher or counselor wishes to use in the classroom.

3. Accomplishments

The major accomplishment of the project was showing a need and gaining acceptance of the program as the beginning step in eventual K -12 Career Education for the District. In a district where the community is traditionally conservative, the expansion program was accepted by the trustees with no alterations.

The students in the pilot rooms showed a lot of enthusiasm for the activities and appeared to better understand the need for their school subjects. Their teachers reported this enthusiasm throughout the school year. In addition, the pilot classes as an average had 21% better attendance than the control rooms.

The teachers were unanimous in their praise for the program. They especially were enthusiastic about the services to the teachers which made trying a great variety of activities workable from a time standpoint. Other faculty members showed interest and often tried activities and units developed by the program. Meetings were held with expansion area schools. They endorsed the program coming to their area overwhelmingly. Of the 153 faculty members in the seven expansion schools, only one person indicated no interest in the program. Rather than finding it difficult to expand to other schools, schools questioned why they were not initially included. Workshops will be held in August 1973 for the expansion faculties. Of the 129 teachers who will be involved, 80 have thus far signed up for these summer sessions.

The Garfield community has lent much support to the program. Not one complaint was registered by a parent during the year. A questionnaire sent to parents during February indicated their feelings toward the program. The questionnaires were sent home with 135 students in grades 2 - 6. One hundred seventeen were eventually returned. One question asked, "Would you like to have your children continue in the program?" Of the responses, 111 said yes, 6 said it made no difference, and none said no. The Garfield Boosters group urged the Board of Trustees to expand the program throughout the District.

E. Evaluation

Refer to Third Party Final Evaluation Report, page 44.

F. Conclusions and Recommendations

The conclusion reached is that the program has been a success in most areas set down as goals. The acceptance of the school community and patrons have indicated this.

The recommendations are that the program be expanded to include all students in a series of steps to insure proper in-service training for teachers. The curriculum must continually be studied, updated and revised by a committee of those working with it and follow the national trends in this field.

Plans for the future of the career awareness program include a three year expansion to cover the entire district. During the 1973-74 school year, the program will include seven schools and 3400 students at a cost of $41,119.00. This will reflect a per pupil cost of $12.32. The following year the program calls for 7,000 students at $64,700.00 and a per pupil cost of $9.24. From that point on the program would include the entire District's elementary students. The per year cost would be approximately $78,500.00 and a per pupil cost of $7.15.

The emphases of the program are activities in the classroom, resource speakers from business and field trips into the community. The program will work from an office site for every 3,750 students. A technician will work in each office site supplying materials to teachers and scheduling resource speakers and field trips, and helping teachers in the classrooms.

A. PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED

The Independent School District of Boise City currently serves a community area of approximately 100,000 people with a school enrollment of 22,652. Enrollment figures of September 20, 1971 showed 11,382 elementary students, grades 1 - 6, in 28 buildings, 5788 junior high students, grades 7 - 9, in six buildings and 5347 high school students, grades 10 - 12 in three buildings. In addition there were 135 special education students. Parochial schools served 1077 elementary children, grades 1 - 8, and 490 high school students, grades 9 - 12 for a total of 1567.

The Independent School District, hereafter referred to as the "District", employed 464 elementary teachers, 504 secondary teachers, 9 elementary counselors, 32 secondary counselors, 4 social workers, 30 speech therapists and 3 resource officers.

A study sponsored through the cooperation of the school administration, The Intermountain Observer, and a team of 49 lay persons, found there were tremendous variations in the quality of the educational offering in the District. It varies from school to school and from classroom to classroom. The quality, in their opinion, also depends heavily on the resources available to the District, on money for buildings and for teachers, administrators, counselors, psychologists and others who make up the educational team.

There was a need to refocus subjects beginning at the elementary level around the career development theme, and to establish an open climate between school and the community to more fully take advantage of the rich resources offered in the community to stimulate career interest and awareness.

Vocational Education offereings in the Boise Schools have been meager, even at the high school level, and pre-vocational programs are limited to Industrial Arts at the junior high level. A work-placement program operated in cooperation with the Vocational Rehabilitation Services is provided for handicapped students. The PASS Project will provide an important formerly missing component--that of work sampling in Home Mechanics. PASS was recently funded under the Vocational Education Act for the Handicapped.

Vocational Education Statistics for Boise Schools - September 1971

	No. of Students Involved	Student Contacts
Distributive Education	130	176
Auto Mechanics	54	54
Graphic Arts	23	23
Office Occupations	713	957
Total	920	1210

In May of 1970 Dr. Stephenson S. Youngerman, Jr., Superintendent, invited 25 persons, broadly representative of the community's economic, professional, ethnic and cultural and labor organizations to serve as a Vocational Education Advisory Committee to the Boise Schools. On October 11, 1971, the Advisory Committee prepared a report for the Board including the following statement from their philosophy:

> "We believe the opportunity to investigate the world of work should be afforded to every student, 1 through 12. This learning experience should be implemented at the earliest possible age. Although American industry trains large numbers of people, with them business comes first, leaving the large burden for training on the public school system. Vocation Education should include the following aspects for all students: orientation to the dimensions of the world of work, including occupational and vocational counseling."

At the time the project began, March of 1972, the District had in operation the beginning of a career education program on the high school level. A supervisor of career education was hired who began designing a program for the District. This had progressed to the point where 350 students were involved in five skills training areas: marketing, food service, health occupations, mechanics and repair, services. These skills areas are in addition to the vocational offerings which were previously in the high schools.

B. GOALS AND OBJECTIVES OF THE PROJECT

Despite the fact that much progress is desirable at the secondary level, the Advisory Committee recommended that immediate steps should be undertaken to orient teachers and counselors at the elementary level to the world of work to increase the career awareness of students at the earliest most impressionable age. This project will enable us to carry out this recommendation by: developing, testing and demonstrating a comprehensive career education program at the elementary level with the following objectives:

(1) To develop in pupils positive attitudes about the personal and social significance of work as it relates to the individual.

(2) To develop within each pupil a positive self-concept.

(3) To expand students' occupational awareness and realistic aspirations.

(4) To improve overall pupil performance in 80% of the students by focusing the career education theme throughout the curriculum.

1. ELEMENTARY SCHOOL COMPONENT

A Career Development Counselor (CDC) will be employed effective January 1, 1972, to coordinate the entire effort at the elementary school level. During the early months of 1972, the CDC will make a search of Eric literature and other research-related literature in ongoing elementary school career education materials and projects, and will collect and catalog materials for the Career Resource Information Bank, (CRIB). Specific items to be considered in this component include:

(a) Curriculum Development

(1) A committee of teachers, patrons, curriculum specialists and the CDC will explore the existing curriculum and include 75% more career awareness experiences for students than are now being effected.

(2) The committee will develop a written plan to re-focus the elementary subjects around the career awareness theme.

(3) Teachers will be paid to work with the CDC on curriculum adaptations.

(b) In-Service Training for Staff

(1) A minimum of 20 teachers and counselors will participate in an "Elementary Career Exploration Workshop" conducted by the State Department of Vocational Education during the summer of 1972.

(c) Testing

(1) Students in the six experimental groups will receive pre and post-tests in career awareness. Students in the control groups will be post tested relating to their occupational awareness and interest. Post testing only will provide, in our opinion, a tighter research design than a pre and post-test.

(d) Project Co-ordination

(1) The CDC will be the person who co-ordinates the input of the resource people, activities and materials. He will work with the individual teachers to effect this.

(2) Volunteers will be used to assist in enlisting the support of resource people and co-ordinating the total effort.

2. GUIDANCE AND COUNSELING COMPONENT

The CDC will direct the project and be responsible for the guidance and counseling activities with the assistance from the ancillary guidance staff. (The Boise Schools currently employs nine Elementary Guidance and Counseling Personnel; six are assigned to the Model Cities Schools withing the Model Cities Neighborhood with the other three serving all other elementary schools on an ancillary basis.)

In order to expand the impact of this project to other schools in the district in the 1972-73 school year all elementary counselors will be involved in a two-week in-service training session during the summer of 1972. This workshop will provide opportunities to explore the world of work as it relates to individual opportunities for students and will stress appreciation for the dignity of all work at all levels of achievement and endeavor. This in-service training program will be planned and operated with assistance from consultants from the State Department of Education, the State Department of Vocational Education and from the State Institutions

of Higher Education. During the school year 1972-73, the Career Development Counselor will carry on a complete and articulated model program of guidance and counseling at grade levels 1 - 6. The model program will have the following characteristics:

a. It will be based on the systems approach, particularly those presently associated with evaluation.

b. It will define guidance criteria in terms of student behavioral objectives. These objectives will include:

(1) To develop positive attitudes in pupils about the personal and social significance of work as it relates to the individual.

(2) To develop within each pupil a positive self concept.

(3) To expand the student's occupational awareness and realistic aspirations.

(4) To improve the overall pupil performance in basic subjects in at least 80% of the students through focusing the career development theme throughout the entire curriculum.

c. The counselor will assist the students on an individual and group basis. Each grade will be engaged in small group activities consisting of discussions relating to the world of work.

d. It will stress program objectives which are realistic possibilities within the resources of Garfield School. The counselor will plan with the teacher to insure the utilization of resource personnel and materials.

e. It will provide for corrective feedback based on evaluation of the achievements of the program.

f. A Career Resource Information Bank (CRIB) will be developed and will include:

-Community resource people
-businesses
-industrial plants
-on-the-job demonstration sites
-kits of materials to promote career awareness
-career "mock-up" materials and supplies
-audio visual equipment

The project will be comprehensive in nature. That is, the project activities will cut across all educational experiences of a student at each particular grade level. For example, at the fourth grade level, activities designed to increase the self-awareness and career awareness of each student will be conducted as integral parts of the ongoing studies in the language arts, math, science, and social studies, health, etc. At the end of the school year, the results will be analyzed and recommendations will be made for revisions and refinements of the program for the next year.

3. RESEARCH AND DEVELOPMENT REQUIREMENTS

The Research and Development requirements will be met by:

a. Selecting one class from each of the six grade levels to be the experimental groups. The remaining classes will become control groups. Thus, there will be four control groups from the first grade and three control groups from each of the other grades 2-6, and one experimental group from each grade.

b. Researching Eric documents and collecting information on community and establishing a file of resource people, places and instructional materials.

c. Pre and post testing to be administered to the experimental groups. Post-testing to be administered to control groups.

d. Inviting use of project as a demonstration model.

e. Innovations which are observable and show improvement in career orientation.

The Research and Development specialist who will be contracted by the District will be utilized to research ongoing programs and to help with the program development.

In relation to cost/transportability the project is designed so that the component parts can be meaningfully judged. The initial total cost per student in the control group will be $111.00. To transfer this program, once established, to another school the cost/transportability ratio will be $40 per student per year in a school of 400 students. This includes one full time co-ordinator plus necessary supplies. To transfer the program with a co-ordinator ratio of 1 to 2,000 the cost/transportability ratio will be $8 per student per year.

4. DURATION OF THE PROJECT

January 1, 1972 through July 1, 1973

5. THIRD PARTY EVALUATION PLAN

The total project will be evaluated in component parts using the "Systems Approach" to evaluation. An outside evaluation team will be contracted who will determine if the project objectives and the student objectives have been met. Representatives from the following agencies will select the contract evaluation team. The evaluator will be selected prior to project initiation on or about January 1, 1972.

(a) State Department of Vocational Education
(b) District advisory committee for Vocational Education
(c) Elementary directorate
(d) Selected representatives from state and local pupil personnel services
(e) The central administrative staff of the district
(f) Supervisor of Vocational Education for the district

Post-test procedures will be followed.

Measurable objectives for specific activities will allow evaluation of progress.

Other districts' willingness to use the developed "model" will be a measurable evaluation.

C. PROGRAM AREA AND DEVELOPMENT

1. DESCRIPTION OF PROJECT SCHOOL

The Garfield School attendance area encompasses a rich mixture of socio-economic levels and a diverse population consisting of a few well known pioneer families, families of moderate income, and many low income families living in tiny cramped houses.

Small business establishments line Broadway Avenue which was once the main entry to the City of Boise. Some of the farming areas along the Boise River which were once small dairy farms are now being sold at premium prices for the development of new homes in the $35,000 to $40,000 class. The large number of children eligible for free school lunch indicates many families live on public assistance and have very low incomes. According to teachers, family life seems to be characterized by mothers who are torn from the role of the traditional homemakers to that of the working women. They tend to be over indulgent with the children when they are home with little discipline being exhibited. Many families in the area are maintained by the mother only who is usually a divorcee.

Garfield has 698 children with 27 teachers, two of whom are special resource teachers under our Title 1 project. We have an ancillary elementary counselor who serves two different schools with 2½ days a week being spen at Garfield. A speech therapist is there approximately one day a week as well as a music consultant on a half time basis. There are five first grade classrooms and four classes of each of the other grades two through six.

The building was built in 1926 and has a gymnasium and a lunch room. The staff members are a young, dynamic group who are anxious to change from the traditional classroom to a more open classroom approach. The building is characterized by large closets, high ceilings, and wide halls which provides some flexibility for arrangement of new office space through remodeling. The playground is large and serves a dual purpose as a small park and city recreational center in the summer. The school boundaries are contiguous to the model cities neighborhood and serves some children from the area.

1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
25-25	28-29	26-26	32-32	31-29	26-27
25-26	27-28	25-26	32-32	30-30	26-27
26					
5 teachers	4 teachers	4 teachers	4 teachers	4 teachers	4 teachers

Inínerant and Ancillary Personnel: 1/5 FTE Speech Therapist, 1/2 FTE Elementary Counselor, 1/2 FTE Music and Band Instructor, 1/5 Psychologist, 2 Full time Resource Room teachers (Spec. Education for Disadvantaged Students)

Total Teachers: 28

Of these faculty members, one from each grade was chosen to work with the Career Awareness Program during the 1972-73 school year. The teachers in grades 1, 2, 5 and 6 volunteered while those in grades 3 and 4 were asked to participate since none volunteered.

2. DEVELOPMENT OF THE PROGRAM

(a) Career Units

Numerous meetings were held from the outset of the project (March 15) involving teachers, coordinators, supervisors, and curriculum specialists from the District to look at the direction and specific design of the Career Awareness curriculum. Correspondence was conducted with every known project and all State Departments of Education to study other plans and see how they might be adapted to the special needs of this District.

After much research, two general plans were considered: one having a broad based career education design of general career topics relating to all job areas, and the second a more specific design where students would study individual job areas with related general activities which show similarities and contrasts within all work areas.

The second proposal was adopted for the following reasons:

1. It was felt students would relate better with occupations if they studied individual job areas rather than broad concepts.

2. It was felt specific job areas can show a better relationship between the world of work and school subjects.

3. It was felt elementary school students needed specific jobs to associate with in order to grasp the overall and overwhelming demands of the world of work.

4. It was felt individual jobs were best suited to integrate into the regular curriculum of all subjects in the curriculum.

5. It was felt general work goals can more easily be developed from specific jobs and those related to them, than studying specific jobs from general goals and constantly repeating from grade to grade.

6. A more specific and workable curriculum could be developed with better utilization of resource speakers, field trips, experiments, and materials without repitition from one grade to another.

Next the outline of the curriculum was developed using as its base the fifteen clusters identified by the United States Office of Education. These were used to insure all occupational areas would be represented in the curriculum.

The research of other career education curriculums indicated there was a wide range of time spent on one subject or occupational area. The planning committee outlined the following needs for this curriculum:

1. include a wide range of occupational areas from all clusters

2. include as many subject areas as possible from each occupational area

3. limit the time in an occupation area to that which the teacher felt the student would maintain interest and learning

It was decided each unit or occupation area should be studied approximately one week in grades 3 - 6. Therefore, a total of 140 job areas was identified. The committee then determined which grade area was best suited for each occupation after studying the existing curriculum in all subject areas. As plans progressed some occupations were eliminated and others added. Eventually the curriculum was set at 116 units for grades 3 - 6.

It was felt grades 1 and 2 should have a somewhat different format. Grade one would involve an overview of work with heavy emphasis on developing positive self concepts. Grade two would study seven models or groups of work, each approximately one month in length. (See Appendix A). During the testing of these models, one, Health Occupations, has been moved to first grade to involve more activities in that grade and to allow more time for each model in grade two.

The Director and committee felt a rather detailed curriculum needed to be developed. This was not something which could easily be done by teachers in off-hours or workshops and have it ready to test by the beginning of the school year in September. Therefore, a curriculum writer was hired to develop part of this program following the specific guidelines set down by the committee. This writer was a sixth grade teacher in a District elementary school. She was released for two weeks during May of 1972 to work with the project teachers and test ideas while they were still in school. The curriculum writer and Project Director spent the month of June and the first two weeks of July writing and developing units. Of the 156 career

units in grades 1 - 6, 126 were written during this period. The remaining 30 units were written by workshop participants in August. As the units were written, they were studied by the committee and then printed. It was decided that the units would be tested in the classrooms as thoroughly as possible during the school year and at that time rewritten by the Director upon the suggestions of the teachers testing them. In this manner the units would all be rewritten by the end of the school year.

During the year, many materials were studied to determine if they fit the needs of the project. These included filmstrips, films, kits, books, tools, games, etc. Most was sent for on approval and approximately one third of that studied was kept. The list of materials, which are written into the curriculum, can be found in Appendix B.

One of the main emphases of the program is "bringing the community into the classroom and bringing the classroom to the community". The curriculum is designed to use as many resource speakers and field trips as is educationally sound. In most unit areas teachers can use one of these activities.

The units themselves consist of from six to fifteen activities. Each activity has a designated subject area with as many subjects involved in each occupation unit as possible. Most activities can be used independently of another, therefore, teachers are able to choose any number of the activities and in any order. They might use one a day or several in one day in various subject areas. The activities are varied enough to fit all teaching styles and interests. Materials are listed with each unit and individual activity. These materials are supplied by the Career Awareness Office at a scheduled time. In this way, teachers will not have to do much of the leg work involved in the program. Materials for all activities will be supplied; the teacher determines which of these to use.

(b) Guidance Units

The Career Awareness guidance activities consist of three phases:

1. Activities included in many of the career units and developed by the teacher in the classroom.

2. Guidance units in each grade level based on filmstrips to help develop a positive self-image. These sessions can be conducted by the teacher and/or the counselor.

3. The existing elementary guidance program in the District.

In addition to these, currently first and second grades will utilize the American Guidance Service's Developing Understanding of Self and Others Kit 1. DUSO Kit 2 has been ordered for grades three and four. These kits will provide as many guidance activities as the teacher or counselor wishes to use in the classroom.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive invironment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child; intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important part of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of:

(a) consultation regarding children about whom the teacher is concerned
(b) informational presentations to faculties dealing with
    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills
(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems and situations.

The elementary counselor's work with parents consists of:

(a) encourageing parent discussion groups
(b) suggesting ways parents can become involved in the schools
(c) consulting with parents regarding their child
(d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
(e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of

(a) helping teachers to lead meetings and discussions relating to general group problems
(b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
(c) serving as a resource person in classes relating to mental health
(d) role-playing activities
(e) puppet activities
(f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling.

(c) Unit Format

Each of the units, both career and guidance, contains concepts, performance objectives and criterion tests. The rationale for this curriculum form is as follows:

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students' ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparant that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performance in order to better evaluate what conceptual knowledge

the learner has acquired. Too often we not only measure his conceptual understanding of the material, but inadvertantly, by the type of test we give, measure his reading, writing, and verbal skills. By providing several types of tests (activities) the teacher is free to choose which one will best allow a particular child to communicate his degree of conceptual understanding. If increased profficiency in reading, writing, and verbal skills are not one of the project objectives, then they should not figure into the evaluation. This system provides a child with a better chance of successfully demonstrating the conceptual understanding called for in the objective regardless of his reading, writing, or verbal skill.

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low skill in another area such as reading and writing. He can now demonstrate in a variety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some written activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have "learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to overcome the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need to worry about "item analysis, validity, reliability, etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legitimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved an objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

During the school year, the teachers in the project checked the activities in the units with their performance objectives to determine if, in fact, these objectives were being met. If they were not, the activity was rewritten in such a way that it would meet the objective.

D. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The goals to be met and the procedures to be followed were spelled out in the application of October 16, 1971. These goals and procedures and their results follow.

1. "A Career Development Counselor (CDC) will be employed and a Research and Development specialist will be contracted, effective January 1, 1972, to coordinate the entire effort at the elementary school level. During the early months of 1972, the CDC and Research and Development specialist will make a search of Eric literature and other research related literature in ongoing elementary school career education materials and projects, and will collect and catalog materials for the Career Resource Information Bank, (CRIB)."

Interviewing for the CDC position was conducted in early February of 1972. The finalization of the program did not allow a start of the project before March of that year. The CDC began work on March 15. As a result of the late start, other phases of the program were not studied as well as they might have been, especially in research, in order to have the program in operation by September. No research and development specialist was hired as it was felt the money alloted to this area could best be used in on-sight observation of other projects and conferences. This proved to be a valuable decision as much information and direction was taken in this manner.

A search was conducted of the Eric literature and a number of helpful items were found. Correspondence was conducted with all known projects and State Departments of Education. This proved to be a valuable task for helping study alternatives and ideas. Most projects and states were in the same position as Idaho, just beginning and had nothing developed for distribution.

Materials were ordered and studied for use in the project. This was begun in April and continued throughout the school year. (See Appendix B)

2. "A committee of teachers, patrons, curriculum specialists and the CDC will explore the existing curriculum and include 75% more career awareness experiences for students than are now being effected."

A study was conducted of the existing curriculum and it was found there was no organized effort to include careers in any of the disciplines. If inclusion existed, it was incidental to a particular area of social studies or the interest of an individual teacher. As a result, the use of the career awareness curriculum will focus far more than 75% more inclusion in most classrooms and at least this much in all classrooms.

3. "The committee will develop a written plan to re-focus the elementary subjects around the career awareness theme."

The committee and CDC felt it was impractical and impossible to rewrite the elementary curriculum to emphasize career awareness. Instead, a plan was developed to write a career awareness curriculum to be used in all subject areas and guidance which would achieve the same purpose. This has been done.

4. "Teachers will be paid to work with the CDC on curriculum adaptations."

The committee and CDC determined the curriculum could best be written by hiring a curriculum writer. This person and the Director wrote 80% of the curriculum by July 14, thus allowing time for printing and assembling by the start of school. Teacher input was involved throughout by study of the written materials, but no actual writing was done by the project teachers other than in the workshop. The committee felt a more uniform curriculum would be written if fewer people were involved in the actual formulating. Ideas, however, were supplied by many people.

The finished, rewritten and reprinted curriculum is in six volumes, one for each grade. It contains 40 guidance units, 156 career units with over 1300 activities, and 1400 printed pages.

5. "A minimum of 20 teachers and counselors will participate in an "Elementary Career Exploration Workshop" conducted by the State Department of Vocational Education during the summer of 1972".

A Career Awareness Workshop was held July 31 through August 11 for 20 teachers, 7 elementary counselors, 2 secondary counselors, and 3 elementary principals. These participants represented a cross section of the school district as well as 2 staff members of the Canyon Owyhee School Services Agency in the Caldwell, Idaho area. The workshop was conducted by two consultants. The first week utilized the experience of Harry Weisenberger of the North Dakota State Department of Vocational Education. The second week was conducted by Dr. George Leonard, Professor of Educational Guidance and Counseling, Wayne State University.

The areas covered in the workshop included:

1. Development of a positive self-image in students
2. Development of basic human values
3. Career education concepts
4. Development and dissemination of a career development program

5. Development of format for activities

6. Writing behavioral objectives

7. Evaluation devices

8. Integration into existing curriculum

9. Materials

10. Development of activities

11. Uses of activities

12. Community involvement

13. Counselor's role in career development

14. Resource people

15. Psycho-motor development

16. Use of occupational clusters

17. Working with parents

18. Writing and planning sessions

Besides the above activities, daily evaluations of the workshop were filled out by the participants. These evaluations indicated the workshop was very successful and valuable to those included. Perhaps the greatest measure of its value was the use of the Career Awareness materials by the teachers and counselors who were in the workshop but not in the pilot program.

The workshop participants each selected a grade area and occupation they were interested in developing. In this manner thirty of the units were written.

6. "Students in the six experimental groups will receive pre-and post-tests in career awareness. Students in the control groups will be post tested relating to their occupational awareness and interest. Post testing only will provide, in our opinion, a tighter research design than a pre-and post-test.

A thorough search was made for a career related test for elementary students. Those found were designed to measure values of occupations rather than simply knowledge of occupations. Also they did not cover the specific areas which the curriculum of this project

emphasized. As a result, the Director developed six career awareness tests to measure a student's knowledge about the careers studied in this porject. These tests were planned for one question for each unit in the correspondingly related grade. Therefore, Grade 4 has 30 units, so it's test has 30 questions.

These tests were given to the pilot rooms in September of 1972 and again in May of 1973. The results showed an average percentage increase of correct answers of 20.8, from 56.5 to 77.3. The control rooms were given only the post test. Their average percentage was 60.0, 3.5% higher than the pre-pilot rooms and 17.3% below the post pilot rooms. There were 146 students involved in the pre and post career awareness test and 211 control students. Only those results were used in the pilot group of those students who took both tests. All pilot students showed a larger percentage of increase than was shown by the pre-pilot and post-control.

7. "The CDC will be the person who co-ordinates the input of the resource people, activities and materials. He will work with the individual teachers to effect this."

The CDC has functioned in this capacity during the length of the project.

8. "Volunteers will be used to assist in enlisting the support of resource people and co-ordination of the total effort."

Some community volunteers were used in this manner, especially parents of Garfield students. The main effort here fell to the Director who contacted most resource people helping in the project. A total of 63 people served as resource people during the school year.

9. "The CDC will direct the project and be responsible for the guidance and counseling activities from the ancillary guidance staff."

The CDC worked throughout the project with the Supervisor of Guidance and his staff of counselors. The guidance program was developed by this group under the guidance of the Project Director. The direction of guidance and counseling in the project is similar to the direction taken by the Elementary Guidance program already in existence in the District. It follows an Adlerian theme of class meetings and working with parents, teachers, and groups of students on a preventative course. The project counselor, Helen Washburn, was responsible for 43 classrooms in two buildings. She conducted at least eight class meeting situations in each of the pilot rooms during the school year. Since she was also responsible for all

other classes in the building, some control rooms also received her services, but not always on the same subjects. Because of this, there may be some question about the results of the self-appraisal inventory given all pilot and control students.

The activities of teh guidance component are designed so that they can be organized and utilized by a counselor or a teacher with a minimum of training in the procedure of class meetings and materials. This was one of the goals set down by the committee since not every building will have the services of a counselor.

10. "The model program will be based on the systems approach, particularly those presently associated with evaluation."

A systems approach was developed by Education Systems Planning, Eureka, California, and followed throughout the duration of the project.

11. "The program will define guidance criteria in terms of student behavioral objectives. These objectives will include:

a. "To develop positive attitudes in pupils about the personal and social significance of work as it relates to the individual.

Those items within the units, both career and guidance, relate to this. As a judgment of success, the evaluation of the counselor and teachers are used. They have all indicated a positive response in students to this subject. The evaluations range from some positive change to very noticeable change. Also, many comments by parents indicated these same results on a questionnaire sent home during February.

b. "To develop within each pupil a positive self concept.

The guidance units and related materials were designed to this end. A self-appraisal inventory was given to the pilot (155 students) and control (303 students) pre and post. Positive responses of both groups were the same on the pre-test of 61.6%. Positive responses on the post test for the pilot group showed an average of 65.7%, whereas the average of the control group was 62.4, a 3.3% difference. There was a great difference from room to room. The responses of Grade one showed an average of 73.5% positive. In comparison, the average of Grade two was 58.4% positive. This would indicate that the classroom teacher is the key in this area. (See Table #2)

c. "To expand the student's occupational awareness and realistic aspirations.

The entire curriculum is geared to this purpose. The career awareness tests indicate this area is being covered. Also teachers and parents have pointed this out many times.

d. "To improve the overall pupil performance in basic subjects in at least 80% of the students through focusing the career development theme throughout the entire curriculum."

The career development theme has been focused throughout the entire curriculum. The results of the standardized tests administered in May of 1972 and April of 1973 show no significant change in the performance of the students as a group. The pilot and control groups were very similar in every area measured. The true measure of this curriculum, however, must be measured after the student has gone through all grades 1 - 6 since the curriculum is designed this way. A gradual increase of performance of career awareness students should be expected from grade to grade over the results of a control group. (See table #3)

12. "The counselor will assist the students on an individual and group basis. Each grade will be engaged in small group activities consisting of discussions relating to the world of work."

Most of the world of work activities were conducted by the classroom teachers in the project. The counselor's sessions generally dealt with self-awareness, personal development, and school problems. In most instances these were in some way related to work situations.

13. "It will stress program objectives which are realistic possibilities within the resources of Garfield School. The counselor will plan with the teacher to insure the utilization of resource personnel and materials."

The school's guidance counselor was spread too thin to be used extensively in this way. As a result, the Director took this responsibility. The use of resource people in the classrooms proved to be successful from several standpoints: 1. the knowledge gained by the students, 2. the community involvement in the school, 3. the parent's and other speakers' better understanding of the program and its value to the students.

14. "A Career Resource Information Bank (CRIB) will be developed and will include:

-Community resource people
-businesses
-industrial plants
-on-the-job demonstration sites

-kits of materials to promote career awareness
-career "mock-up" materials and supplies
-audio-visual equipment"

These objectives have all been met. From the 63 resource speakers who visited the classrooms, a list has been developed for further utilization of their talents. Also the Boise School Volunteers headed by Jo Goul is working with the Director to insure efficient use and not over-use.

During the year a total of 76 field trips were taken by the classes. Of these field trips, thirty-five have been designated as those which will continue in the program, or at least that type of business if not that specific company.

As stated previously, much material was evaluated and used in the curriculum.

Some audio-visual equipment was purchased, but most buildings are well supplied with this equipment and do not need additional items. The equipment in the office is mostly used for previewing, demonstrations, workshops and presentations.

15. "The project will be comprehensive in nature. That is, the project activities will cut across all educational experiences of a student at each particular grade level. For example, at the fourth grade level, activities designed to increase the self-awareness and career awareness of each student will be conducted as integral parts of the ongoing studies in the language arts, math, science, and social studies, health, etc. At the end of the school year, the results will be analyzed and recommendations will be made for revisions and refinements of the program for the next year."

The curriculum is designed to meet these particular requirements. Every activity has a subject area designation and every unit has as many subjects involved as is practical.

The curriculum has been revised as the year progressed. As a teacher used a unit, it was evaluated and rewritten at that time. By the end of the school year all units were rewritten.

16. "The Research and Development requirements will be met by:
Selecting one class from each of the six grade levels to be the experimental groups. The remaining classes will become control groups. Thus, there will be four control groups from the first grade and three control groups from each of the other grades 2-6, and one experimental group from each grade.

Inviting use of the project as a demonstration model."

The class selection was done as indicated with the exception that two classes were used for each control grade. The reason for this was one class could then be available to absorb new students to the community and hold the other three classes somewhat constant.

The pilot rooms became constant demonstration models for district personnel, the community, the business community and other districts. Over 250 people have viewed the classrooms during the school year.

17. "In relation to cost/transportability the project is designed so that the component parts can be meaningfully judged. The initial total cost per student in the control group will be $111.00. To transfer this program, once established, to another school the cost/transportability ratio will be $40.00 per student per year in a school of 400 students. This includes one full time co-ordinator . To transfer the program with a co-ordinator ratio of 1 to 2,000 the cost/transportability ratio will be $8.00 per student per year."

Plans for the future of the Career Awareness Program include a three year expansion period to cover the entire district. During the 1973-74 school year, the program will include seven schools and 3400 students at a cost of $41,119.00. This will reflect a per pupil cost of $12.32. The following year the program calls for 7000 students at $64,700.00 and a per pupil cost of $9.24. From that point on the program would include the entire District's elementary students. The per year cost would be approximately $78,500.00 and a per pupil cost of $7.15.

The emphases of the program are activities in the classroom, resource speakers from business and field trips into the community. The program will work from an office site for every 3750 students. A technician will work in each office site supplying materials to teachers, scheduling resource speakers and field trips, and helping teachers in the classrooms.

The major accomplishment of the project was showing a need and gaining acceptance of the program as the beginning step in eventual K-12 Career Education for the District. In a district where the community is traditionally conservative, the expansion program was accepted by the Trustees with no alterations.

The students in the pilot rooms showed a lot of enthusiasm for the activities and appeared to better understand the need for their school subjects. Their teachers reported this enthusiasm throughout the school year. In addition, the pilot classes as an average had 21% better attendance than the control rooms.

The teachers were unanimous in their praise for the program. They especially were enthusiastic about the services to the teachers which made trying a great variety of activities workable from a time

standpoint. Other faculty members showed interest and often tried activities and units developed by the program. Meetings were held with expansion area schools. They endorsed the program coming to their area overwhelmingly. Of the 153 faculty members in the seven expansion schools, only one person indicated no interest in the program. Rather than finding it difficult to expand to other schools, schools questioned why they were not initially included. Workshops will be held in August of 1973 for the expansion faculties. Of the 129 teachers who will be involved, 80 have thus far signed up for the summer sessions.

The Garfield Community has lent much support to the program. Not one complaint was registered by a parent during the year. A questionnaire sent to parents during February indicated their feelings toward the program. The questionnaires were sent home with 135 students in grades 2 - 6. One hundred seventeen were eventually returned. One question asked, "Would you like to have your children continue in the program?". Of the responses, 111 said yes, 6 said it made no difference, and none said no. The Garfield Boosters group urged the Board of Trustees to expand the program throughout the District.

E. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

The conclusion reached is that the program has been a success in most areas set down as goals. The acceptance of the school community and patrons have indicated this.

The recommendations are that the program be expanded to include all students in a series of steps to insure proper in-service training for teachers. The curriculum must continually be studied, up-dated and revised by a committee of those involved in working with the curriculum and follow the national trends in this field.

BOISE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY CAREER EDUCATION
CAREER AWARENESS PROJECT

FINAL THIRD PARTY EVALUATION REPORT

PREPARED BY
EDUCATIONAL SYSTEM PLANNING
J. WARD

JUNE 29, 1973

The main purpose of this report will be to up-date the interim evaluation report (appendix E); discuss the results of the formal test instruments regarding student growth; provide general recommendations and state conclusions based on the third-party evaluator's observations.

As stated in the Third Party Interim Report, the evaluator has been involved with the project during its existance, and has visited, at least, monthly the project; to observe, to provide feedback to the staff and district; and to advise in evaluation strategies.

The process evaluation of the project is summarized and discussed in the interim report. The interim report was made March 9, 1973 to the L.E.A. contral staff and to the Board of Trustees May 5, 1973. The purpose being to provide information regarding the L.E.A. continuing the project effort. Since those dates, the comments by the evaluator regarding process are still valid. The project staff completed all of the required management functions in a time-frame which in no way handicapped the product results of the project. The process of the project contained fourteen major management functions with, at least, 80 sub-functions which were placed on a time line during the project planning. All of these or minor revised functions were completed.

The in-service training portion of the project was completed at the time of the interim report and is discussed in that document.

The dissemination effort has continued and the up-date of that effort indicates that 100 copies of revised materials are being distributed to the Idaho State Department of Vocational Education by June 30, 1973. The general orientation meetings, using a slide-tape demonstration, were continued with the community and school staffs who would be phasing into the project next year. This dissemination and communication has proven quite successful in that teachers are voluntarily signing up for training work shops this Summer, the Board of Trustees will continue and expand the project at district expense and the general community and instructional staff know of the project and support its continuance.

In summary, the process dissemination, and management status reported in the interim report is valid for the time span between these reports. This portion of the project has been very good and the funding agency would do well to study the operation of this project as a successful model.

Student Achievement Instrument Results

The student achievement was measured in two basic ways. The usual normative and pre-post comparisons were made and criterion evaluations were utilized.

A further and more detailed discussion of the criterion evaluation system is contained in each curriculum guide for the teacher utilization. This system is based on performance objectives. The measurement of the objective is achieved by culmination of learning activities. The premise is that after a "unit" of instruction, if a student can perform a culmination activity to a certain criterion level; that this activity indicates successful achievement of the objective. An exception approach is used to gather data and to validate the data gathering and testing strategies. A side benefit of this strategy is that the teacher's role of evaluator and data gatherer using a criterion system is eased. In many cases, a charting system implemented by the student can be used to further ease the teacher load and at the same time provide meaningful and motivational activities for the student. The whole intent of this system is to synthesize the educational process and not fragment evaluation, testing, etc., from the learning activity; now detract from learning activities through the use of evaluation or measurement techniques.

The summary results in Table "D" indicate that, according to the criterion system, the students met the objectives of the individual units at a level high enough to be considered successful. The formal testing Table "A" and Table "B" pre-post results also support this student achievement.

The pre-post evaluation design as reported by the specific objective report indicates that the treatment group of students did become more aware of careers than did the control group. All grade levels tested, the corrected gain of the pre over the post was greater for the experimental than the control and the mean percentage of gain for all grades was 19.4% greater gain for the experimental than control. (see Table "A")

The self-appraisal instrumentation designed to assess the student's view of himself, so as to allow the student to better match his interests and attitudes to possible career areas, indicated that the treatment group in four of the six classes (one per grades 1-6) that gain rate was greater than the control. In the second grade the rate was nearly equal to the control, but in the sixth grade the gain rate was less.

Interestingly enough, in the two classes cited, both the experimental and control groups regressed. Perhaps indicating a class problem not related to the treatment occurring in either the control or experimental groups. The data do show that the treatment is successful. It will be necessary to collect data on larger samples before this trend can be validated.

However, the gain of the experimental group in each sub-area and total areas combined exceeded the control group. (see Table "B"$_{(2)}$)

The attempt of the project to measure academic achievement through this project in the treatment time-span was noble, but a doubtful objective from the beginning. The treatment was not designed to accomplish this end, but better academic achievement might have occurred because of motivation or relevancy of "real-life" learning activities.

To measure this achievement, tests were utilized. The Stanford 1973 test was the pre-test. This proved to be a problem which all but invalidated the results. The test designers indicated that there would be a second version of the test available for the post-test. This version was not available. It was then necessary to substitute another test, because of time press and instrument availability, the Metropolitan achievement test was used. The Stanford designers were requested to provide some correlational data between their 1973 version and the Metropolitan, this request was ignored.

Analysis of the Metropolitan test alone seems to indicate that the test is not measuring the math presented to students in either the control or treatment groups. The rate of change for both groups was essentially equal. Both groups had a gain in the areas of reading and vocabulary, but both regressed in math. (see Table "C")

Conclusions

The major conclusions are that:

1. The standardized instruments are inappropriate to measure the side-effect results of a program not designed to directly influence academic achievement.

   The treatment group are not penalized by participation and when the results of the other cited evaluations and measurements are considered, the treatment group has had a better educational opportunity and the success of the treatment is validated.

2. The actual test indications probably do not reflect the actual spread of the experimental over the control. In a tightly controlled research setting and design, which this was not, the contamination of control students with treatment activities would not have occurred. Since the decision that better matching and control could occur if both the experimental and control groups were at one site, it was not possible from a harmonious school staff standpoint tc not have control groups contaminated with "neat" activities. This contamination was not great and attempts were made to minimize this effect.

3. In summary, the third party evaluation indicates that this project was very successful. The interim evaluation and measurement of components and interim process and products in total indicate success. The cost-effective predictions (see original proposal and discussed in final report) indicate the cost effectiveness ratio was better than anticipated. The phase-in costs will be less expensive.

4. From a cost-benefit standpoint, the results are excellent. From approximately a $40,000 investment the results of this project will spread to an entire district over a four year phase in period, funded by the district. This will eventually mean about 500 teachers will be trained and 11,000 students per year will be treated. The educational benefits will be great since a student will have the benefit of a coordinated career education grades K through 6 as a result of this project.

5. Part of the reason for this is that the district was committed to a master career education plan and this funding made it possible to realize a portion of the plan by providing start-up monies.

6. In conclusions from all standpoints, the student, the teacher, the district, cost benefit/effectiveness, the community, Vocational Education Act, materials developed, and career education; this project has demonstrated over whelming success.

Recommendations

Program specific:

1. That work be continued on developing and training teachers in the use of the criterion recording and evaluation system. Specifically more detailed work and methods for recording should be developed.

2. That during the first phase-in year that the materials be teacher evaluated and revised as necessary.

3. That during the expansion phase of the project involving more program staff that the management and scheduling principles be maintained to insure continued success.

4. That the program develop manuals or procedure guides for the support staff, so that the program can continue to be implemented to minimum standards.

5. That effort be continued to coordinate with the school guidance department to insure continuance and continuity of the element.

General:

1. That the funding agency consider funding agencies like the Boise Independent School District of Boise City who are committed to guideline concepts and able to meet proposed objectives, rather than attempting to change agencies who are not committed to anything except "getting the money". Our change research tells us that this is valid to assist the early adopter and their success will bring along the "middle and late" adopters. This is more cost-effective and ultimately more cost-beneficial to all parties.

APPENDIX A

GRADE ONE

1. Introduction

2. School Workers
    1. Teachers
    2. Counselors
    3. Principals
    4. Secretaries
    5. Custodians
    6. Librarians
    7. Special Educators
    8. Cooks
    9. Bus Drivers

3. Family Workers and Helpers
    1. Jobs I Do
        a. At Home
        b. At School

    2. Jobs I Know
        a. At Home (Family's Home Tasks)
        b. Workers Who Come to My Home
        c. My Family's Occupations

4. Models Who Protect Our Health and Hygiene
    1. Doctors, Dentists
    2. Hospital Personnel
    3. Barbers, Hairdressers
    4. Sanitation Workers

GRADE TWO

1. Introduction

2. Models Who Provide Business
    1. General Office Workers
    2. Retail Store Workers
    3. Food Service Workers

3. Models Who Provide Communication
    1. Television/Radio
    2. Newspaper, Magazine, Book
    3. Telephone
    4. Mail

4. Models Who Feed Us
    1. Dairy Products
    2. Bakery Products
    3. Produce
    4. Meat Products

5. Models Who Protect Us
    1. Police Protection
    2. Judicial System
    3. Fire Protection
    4. Military Protection

6. Models Who Provide Shelter
    1. Plumber
    2. Carpenter
    3. Electrician
    4. Mason
    5. Architecture

7. Models Who Provide Transportation
    1. Rail
    2. Air
    3. Water
    4. Motor

GRADE THREE

1. Introduction
2. Marine, Oceanographer
3. Marine Biologist
4. Marine, Icthyologist
5. Marine, Commercial Fisherman
6. Astronaut
7. Railway Engineer
8. Ship Builder
9. Ship Captain
10. Cooks and Chefs
11. Food Service Workers
12. Home Economist
13. Ice Cream Maker
14. Poultry Farmer
15. Entomologist
16. Heavy Equipment Operator
17. Irrigation Specialist
18. Dentist
19. Hospital Staff
20. Veterinarian
21. Zoo Caretaker
22. Retail Food Store Workers
23. Hotel/Motel Manager
24. Salesman
25. Shoe Repairman
26. Baseball Player
27. Jeweler
28. Pottery Maker
29. Ski Area Manager
30. Brick Manufacturer

GRADE FOUR

1. Introduction
2. Entertainment, Singer
3. Entertainment, Dance
4. Entertainment, Actor
5. Entertainment, Stage Crew
6. Apparel Industry Worker
7. Barber, Cosmetologist
8. Pet Service Care
9. Tailor, Dressmaker
10. Historian
11. Mosaic Craftsman
12. Painter
13. Writer, Poet
14. Furniture Maker
15. Interior Decorator
16. Purchasing Agent
17. Window Decorator
18. Lumber Mill Operator
19. Forest Worker
20. National Park Ranger
21. Wildlife Manager
22. Auto Mechanic
23. Truck/Bus Driver
24. Postman
25. Military Careers
26. Cereal Industry Worker
27. Miner
28. Travel Agent
29. Youth Activities Director
30. Employment Counselor

GRADE FIVE

1. Introduction
2. Construction, Architect
3. Construction, Carpenter
4. Construction, Electrician
5. Construction, Plumber
6. Construction Trades (Bricklayer, Roofer, Sheet Metal, Cabinet Maker)
7. Construction, Conclusion
8. Dairy Farmer
9. Rancher
10. Farmer
11. Butcher
12. Dietician
13. Nurse, Physician
14. Pharmacist
15. Psychiatrist
16. Assembly Line Worker
17. Machinist, Welder
18. Paper Machine Operator
19. Steel Worker
20. Baker
21. Fish Hatchery Manager
22. Television/Radio Announcer
23. Television Repairman
24. Airline Employees
25. Soil Conservationist
26. Meteorologist
27. Tire Industry Worker

GRADE SIX

1. Introduction
2. Accountant
3. Bank Personnel
4. Computer Programmer
5. Office Manager, Secretary
6. Newspaper Reporter
7. Newspaper Photographer
8. Newspaper Cartoonist
9. Newspaper Editor
10. Newspaper Printer
11. City Planner and Developer
12. Commercial Artist
13. Environmental Control Agent
14. Sanitation Worker
15. Elected Government Official
16. Law Enforcement
17. Lawyer, Judge
18. Social Worker
19. Animal Ecologist
20. Florist, Landscaper
21. Forest Ranger
22. Physical Therapist
23. Geologist
24. Oil Worker, Pipeline Engineer
25. Telephone Worker
26. Insurance Agent
27. Real Estate Agent
28. Stockbroker
29. Teacher

GUIDANCE UNITS

Kits: Developing Understanding of Self and Others, 1 and 2
--American Guidance Service, Inc.

Filmstrips:

Grade 1:
1. How the Lollipop Dragon Got His Name
2. Working Together
3. Avoiding Litter
4. Care of Property
5. Taking Turns
6. Kindness to Animals

Grade 2:
1. People Are Like RAinbows
2. A Boat Named George
3. Listen! Jimmy!
4. Strike 3, You're In!
5. What Do You Think About Tattling
6. What Do You Think About Promises

Grade 3:
1. School Manners
2. Community Manners
3. Home Manners
4. The Warning Blinker
5. What Do You Think About Lying
6. The Purse

Grade 4:
1. Learning to Trust People
2. Learning to Keep a Promise
3. The Painting
4. The Open Gate
5. Following Directions
6. Opening New Doors

Grade 5:
1. Learning to Be Your Best Self
2. Learning About Listening
3. Learning What Giving Is All About
4. Learning to Be Responsible
5. Oral Reports, How to Talk Out Loud
6. The New Building
7. Respect for Property
8. Consideration of Others

Grade 6:
1. Acceptance of Differences
2. Recognition of Responsibility
3. Learning About Patience
4. Learning to Face Up to Mistakes
5. How to Study
6. What to Do When You Fail
7. Looking Up Facts and Information

APPENDIX B

GRADE I MATERIALS LIST

Grade One: The Career Awareness Center makes arrangements for the following guest speakers and field trips:

Resource Speakers	Field Trips
Elementary Counselor	Neighborhood Tour or to Another School
Principal	St. Alphonsus Hospital (if desired)
School Secretary	
School Custodian	
School Librarian	
Special Educators	
Hot Lunch Cooks	
Bus Driver and Bus	
Doctor and/or School Nurse	
Dental Hygienist	
Hospital Staff Worker	
Barber	
Beautician	
Speaker from Sanitation Department	

The Career Awareness Center furnishes the following:

Filmstrips:

"School Workers" w/cassette, SVE
"Library Workers" w/cassette, SVE
"Family Members Work", Singer
"Our Community Works", Taylor AV
"Moving Into a House" w/cassete, SVE
"Moving Into an Apartment" w/cassette, SVE
"Hospital Workers" SVE

Guidance Filmstrips:

The Adventures of the Lollipop Dragon, SVE
Filmstrips and Cassettes
"How the Lollipop Dragon Got His Name"
"Avoiding Litter"
"Taking Turns"
"Kindness to Animals"
"Care of Property"
"Working Together"

Books:

I Want to Be a Teacher, Children's Press
I Want to Be a Librarian, Children's Press
What Will I Be from A to Z, National Dairy Council
Families At Work: SRA Resource Unit
I Want to Be a Doctor, Children's Press
I Want to Be a Dentist, Children's Press

Supplies:

Picture Packet: Community Helpers
Packet: Songs for the Flannelboard, My Community
Record: "When I Grow Up"
Doctor Kits
Nurse Kits
Spirit Masters: Doctor, Dentist, Nurse, Druggist, Barber, Hairdresser
DUSO Kit, American Guidance Service

GRADE II MATERIALS LIST

Grade Two: The Career Awareness Center makes arrangements for the following guest speakers and field trips:

Resource Speakers	Field Trips
Secretary	High School Skills Center for Food Services or
4 High School or College People to Demonstrate Bus. Machines	Drive-In Restaurant
Postal Employee (optional)	Main Post Office
Cake Decorator	Dairy
Architect or Draftsman	Supermarket
Plumber	Police and Fire Departments (one trip)
Carpenter	Lumber Yard
Electrician	
Bricklayer	
Airline Employee	
Commercial Bus Driver with Bus	
Policeman	
Fireman	
Metermaid	
Lawyer	

The Career Awareness Center furnishes the following:

Guidance Filmstrips:

"People Are Like Rainbows"
"A Boat Named George"
"Listen, Jimmy!"
"Strike Three! You're In!"
Getting to Know Me, SVE (Filmstrips and Cassettes)
"What Do You Think About Tattling?"
"What Do You Think About Promises?"
What Do You Think?, ERS (Filmstrips, Captioned)

Career Filmstrips:

"Office Workers" - Taylor AV
"A Matter of Business" - Denoyer-Geppert
"We Run a Food Store" - Taylor AV
"Department Store Workers" - Community Workers and Helpers, SVE
"Supermarket Workers" - Community Workers and Helpers, SVE
"The Story of Milk" - How We Get Our Foods, SVE
"The Story of Fruits and Vegetables"- How We Get Our Foods, SVE

Grade II Materials List (Continued)

Career Filmstrips (Continued)

"Food From the Country" - Taylor AV
"Rockland, Maine, Coastal Community" - Working in U. S. Communities, SVE
"The Story of Meat" - How We Get Our Foods,-SVE
"The Story of Bread" - How We Get Our Foods, SVE
Shortstrips, by Encyclopedia Britannica
"What Is Communication"
"Communication with Pictures"
"Man Learns to Write"
"The Beginning of Printing"
"Early Communication in America"
"The Beginning of Instant Communication"
"Communication in School"
"Communication by Radio and Television"
"Communication by Newspaper"
"Communication by Telephone"
"Communication by Mail"
"Communication in the Space Age"
"What Is Transportation"
"Man's Early Transportation"
"Early Transportation in America"
"Power Changes in Transportation"
"The Railroad Yard"
"The Coming of the Airplane"
"Airport"
"The Harbor"
"The Automobile"
"The Truck Terminal"
"Transportation in the Space Age"
How We Get Our Homes, SVE
"Planning the Home"
"Building the Foundation"
"Building the Shell"
"Finishing the Home"
"The Skyscraper", Denoyer Geppert
"The Methods We Use" - Transportation Today, Coronet
"The Tugboat Has a Job" - Denoyer-Geppert
"Transportation", Eye Gate
"Going Places", Field
"Systems Work Together" - Transportation Today, Coronet
"Learning to Live With Others" (Kit) Singer SVE
"The Policeman", Taylor AV
"Fire Department Workers", SVE

Grade II Materials List (Continued)

Books

I Want to Be a... - Children's Press
- Bank Teller
- Secretary
- Restaurant Owner
- Waitress
- Newspaper Reporter
- Telephone Operator
- Postman
- Orange Grower
- Cowboy
- Fisherman
- Architect
- Carpenter
- Train Engineer
- Airline Hostess
- Pilot
- Ship Captain
- Service Station Attendant
- Taxi Driver
- Bus Driver
- Truck Driver
- Mechanic
- Policeman
- Fireman

Our Working World - Neighbors at Work, SRA
How Communication Helps Us - Benefic Press
Ed Emberley's Drawing Book: Make a World, Little, Brown and Co.
Come to Work With Us in a Newspaper, Sextant
Favorite Poems Old and New, Doubleday
News Travels, Whitman Pub. Co.
Come to Work With Us in an Airport, Sextant
Your World: Let's Visit a Ship, Taylor Pub. Co.
Wings and Wheels, Albert Whitman
What Will I Be From A to Z, National Dairy Council
Our Working World: Families at Work, SRA
SRA Occupational Briefs (Pamphlets)

Supplies:

Urban Panorama Kit
Play money
Room set of papers with Morse Code
Letter Weigh Scale
5 wood blocks, 1x4x12
5 - 15" wires

Grade II Materials List (continued)

Supplies (Continued)

Portable Postal Unit
Poster and Guide: Every Day Eat the 1-2-3-4 Way , Nat. Dairy Council
Teaching Pictures: A Trip to a Farm, Troll Assoc.
Dairy Panorama Kit
Incubator
Posters: Story of Milk from Farm to City
Study Prints: We All Like Milk, National Dairy Council
Songs for the Flannelboard, Farm
Architectural Plans
5 Dry Cell Batteries
18 pieces covered wire, 1 - 2 ft. long
6 light bulbs
6 small lamp sockets
6 flashlight bulbs
Teaching Pictures: Transportation, Troll Assoc.
Teachers Manual from Towns and Cities, Field
Measuring cups
Spoons
Mixing Bowls
Poster: The Policeman, Community Helpers, Set I
Pictures of Ships
Tools:
- Saws
- T-square
- Rules
- Hammers
- Brace and ¼" bit

GRADE III MATERIALS LIST

Grade Three: The Career Awareness Center makes arrangements for the following guest speakers and field trips:

Resource Speakers	Field Trips
Scuba Diver	Idaho Historical Museum and
Railway Worker	Railway Yard
Naval Personnel	Restaurant
Restaurant Owner or Manager	Ice Cream Plant
Restaurant Host or Hostess	Merrill's Egg Ranch
Home Economist	Animal Hospital
Dental Hygienist	Zoo
Dentist or Dental Nurse	Supermarket
Veterinarian	Rodeway Inn
Zoo Caretaker	
Shoe Repairman	
Panel of High School Athletes and Coach	
Jeweler	
Ski Area Director	

The Career Awareness Center furnishes the following:

Guidance Filmstrips:

"School Manners" - Captioned
"Community Manners" - Captioned
"Home Manners" - Captioned
Manners Are Lots of Fun, ERS
"The Warning Blinker" w/record
"The Purse" w/record
Open Ended Stories, ERS
"What Do You Think About Lying?" - Captioned
What Do You Think, ERS

Career Filmstrips:

"Ocean Life Scientist" w/cassette, People Who Work in Science, GA
"Learning About the World Beneath the Sea", Imperial
"Fishing" People, Places, Products, Field
"Harvest From the Sea, Story of Fishing", Troll
"The Ocean is Jobs for People", Imperial
Set of four:
1. "How an Astronaut Lives in Space"
2. "How Space Science Helps Us"
3. "How Rockets Work"
4. "How Gravity Works"

--Filmstrip House

Grade III Materials List (Continued)

Career Filmstrips (Continued)

"How Rockets Work" - Coronet
"How Satellites Stay in Orbit" - Coronet
"Transportation Community" - SVE
"Rail Systems" - Coronet
"Ships Large and Small" - ERS
"The Ocean is Transportation" - Troll
"Water Systems" - Coronet
"Judy's Family Food Notebook" -Wheat Flour Institute
"How We Get Poultry and Eggs", The Foods We Eat - SVE
"The Skyscraper" - Denoyer-Geppert
"My Dad Works in a Supermarket" - SVE
"New Orleans, Marketing Community" - SVE
"Flagstaff, Arizona, Service Community" - SVE
"My Dad Works in a Shoe Store" - ERS
"The Story of Leather" - SVE
"Bricks, Blocks and Beams" - Educational Projections

Books

Career Comics: Popeye the Sailor and Marine Careers -King Features
Funny Folks in Limerick Land - Garrard
All About Tuna (room set of booklets)
Ricky and Debbie in Sardineland (room set of booklets)
Come to Work With Us in Aerospace - Sextant
I Want to Be a Space Pilot - Children's Press
Casey Jones Drives an Ice Cream Train - Garrard
John Henry: Steel Drivin' Man - Garrard
The Runaway of Old '88 - Little, Brown and Co.
Bob Bodin and His Sea Going Farm - Garrard
Young Cooks Bake-a-Bun Book
I Want to Be a Restaurant Owner - Children's Press
Career Comics: Popeye the Sailor and Homemaking Careers - King Features
Favorite Poems Old and New - Doubleday
I Want to Be a Roadbuilder - Children's Press
Structures
Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines - Zaffo
Your World: Let's Visit a Hospital - Taylor
Come to Work With Us in a Hospital - Sextant
Career Comics: Popeye and Health Careers - King Features
I Want to Be an Animal Doctor - Children's Press
I Want to Be a Zoo Keeper - Children's Press
A Visit to the Children's Zoo (Booklet and Tape)

Grade III Materials List (Continued)

Books (Continued)

Career Comics: Popeye and Hospitality and Recreation Careers - King Features
Come to Work With Us in a Hotel - Sextant
Career Comics: Popeye the Sailor and Marketing and Distributing Careers - King Features
Simulation Games and Activities for Social Studies - Instructor Publications
John Henry and Paul Bunyan Play Baseball - Garrard
I Want to Be a Baseball Player - Children's Press
I Want to Be a Basketball Player - Children's Press
I Want to Be a Football Player - Children's Press

Supplies

Print: "Fishing"
Kit from Coca Cola Company: Man and His Environment
Crossword Puzzles:
- The Astronauts
- Rockets in Flight
- Moon
- Space Words
- Rocket Launching
- Rocket Reentry
- Trains
- Boats
- Dentist
- Grocer

Railroad Picture Packet and Charts
Booklet: Rails Across America
SRA Work Briefs
Measuring Utinsils
Study Prints: What to Do Day by Day - National Dairy Council
Incubator
2 eye droppers
15 magnifying glasses
30 tweezers
Idaho Drivers Manual
Kit on Animal Care
Play Money
Pamphlet: "Better Retail Selling"
3 Ceramic Casting Molds

GRADE IV MATERIALS LIST

Grade Four: The Career Awareness Center makes arrangements for the following guest speakers and field trips:

Resource Speakers	Field Trips
Musicians	Boise Little Theater
P. E. Consultant or Square Dance Caller	Idaho Historical Museum
B.S.C. Drama Student or Boise Little Theater Actor	Art Gallery or Studio
Seamstress	Furniture Store or Upholstery Shop
Cosmetologist or Barber	Boise Cascade Lumber Mill - Emmett
Someone Who Deals with Pets	B.S.C. Vo Tech Auto Mechanics Classroom
Tailor, Dressmaker	Bus or Truck Terminal
Historian	Idaho Air National Guard
Art Consultant or Art Student	
Interior Decorator	
Purchaser	
Advertising Agent	
Forester	
Wildlife Manager	
Postman	
Military Personnel	
State Department of Mines	
Travel Agent	
City Recreation	
Y.M.C.A.	
Scouter	
Employment Counselor	

The Career Awareness Center furnishes the following:

Guidance Filmstrips

Learning to Live With Others, SVE (filmstrips and cassettes)
"Learning to Trust People"
"Learning to Keep a Promise"

Open Ended Stories, ERS (filmstrips and records)
"The Painting"
"The Open Gate"

Developing Good Work and Study Habits, ERS (filmstrips, captioned)
"Following Directions"
"Opening New Doors"

Grade IV Materials List (continued)

Career Filmstrips

"Musicians - People Who Create Art", Guidance Associates
"Textiles for Everyone", American Textile Institute
"Measure of Civilization", American Textile Institute
"The Story of Cotton", SVE
"We Visit a Clothing Factory", EP
"Puppeteer, People Who Create Art", GA
"Old Sturbridge Village and Mystic Seaport", SVE
"Lumbering", Field
"We Visit a Lumber Mill", EP
"Native Trees of Idaho", State of Idaho
"How Our Service Stations Help Us", Standard Oil of California
"Detroit, Manufacturing Community", SVE
"Automotive Researcher - People Who Organize Facts", GA
"Machines that Made America Grow", Troll Assoc.
"Highway Systems", Coronet
"My Dad Is a Moving Man", ERS
"Special Delivery, The Story of Our Post Office", Troll Assoc.
"90 Billion Raindrops", Postal Service

Books

Career Comics: Popeye and Fine Arts and Humanities, King Features
Popeye and Personal Service Careers, King Features
I Want to Be a....., Children's Press
Musician
Ballet Dancer
Coal Miner
Yellow Pages of Learning Resources, MIT Press
Let's Go to a Clothing Factory, Hale
The Brand of a Boy, Idaho Beef Council
Favorite Poems Old and New, Doubleday
Ed Emberley's Drawing Book: Make a World, Little, Brown and Co.
Funny Folks in Limerick Land, Garrard
Come to Work With Us in a Department Store, Sextant
This Is a Department Store, Follett
Simulated Games and Activities for Social Studies, Instructor Pub.
Getting a Job With a Future, Biegelesen

Supplies

Textile Kit, American Textile Manufacturers Institute
Materials from American Humane Society on Pet Care
SRA Math Cards, #30, 9, 26, 19, 12, 46, 24

Grade IV Materials List (continued)

Supplies (continued)

Cassettes: Lincoln's Speeches and Letters
The Inaugural Address of John F. Kennedy
(Spoken Arts Cassette Library)

20 Dowels
Scenic Pictures of Each State
Play Money
Materials from American Forest Institute
Project AM Kit, American Cereal Institute
Crossword Puzzles by Ideal
- Barber
- Cars and Trucks
- Service Station Attendant
- Bus Driver
- Early Travel and Communication
- Future Travel and Communication
- Mail
- Postman

GRADE V MATERIALS LIST

Grade Five: The Career Awareness Center arranges for the following guest speakers and field trips:

Resource Speakers	Field Trips
Architect	Architectural Firm
Carpenter	Cabinet Shop, Boise Cascade Home Building Site
Plumber	
Bricklayer	Dairy Farm
Dietitian	Livestock Auction
Medical Person	Supermarket or Meat Packing Plant
Police Department (Drug and Narcotic Division)	Machine Shop
	Eddy's Bakery
Psychiatrist or Psychologist	Fish Hatchery
High School Shop Students	Television Station
Radio or Television Announcer	Municipal Airport
Television Repairman	U. S. Weather Bureau
Local Tire Dealer	

The Career Awareness Center furnishes the following:

Guidance Filmstrips

Learning to Live With Others, SVE (filmstrip and cassette)
"Learning to Be Your Best Self"
"Learning About Listening"
"Learning to Be Responsible"
"Learning What Giving Is All About"

Developing Good Work and Study Habits, ERS (filmstrip, captioned)
"Oral Reports: How to Talk Out Loud"

Open-Ended Stories, ERS (filmstrip and record)
"The New Building"

Developing Basic Values, SVE (filmstrip and Cassette)
"Respect for Property"
"Consideration of Others"

Career Filmstrips

"Building an Apartment House", SVE
"Building a Community", SVE
"Designer, People Who Create Art", Guidance Associates
"Building the Foundation", SVE
"My Dad Is a Carpenter", ERS

Grade V Materials List (Continued)

Career Filmstrips (continued)

"Our Community Utilities", Coronet
"A Trip to the Electrical Plant", ERS
"Whys of Elementary Science" Set of 4, Filmstrip House
"Our Community Helpers - Water", Coronet
"Bricks, Blocks and Beams", EPI
"We Learn About Fuels", Taylor
"How We Get Milk", SVE
"Life On a Dairy Farm", National Dairy Council
"Cattle Raising", Field
"Douglas, Wyoming, Ranch Community", SVE
"The Story of Wool", SVE
"Cotton Producing", Field
"How We Get Vegetables", SVE
"How We Get Fruit", SVE
"David's Cotton Farm", National Cotton Council
"Grain Farming", Field
"How We Get Meat", SVE
"The Real You", National Livestock and Meat Board
"Our Bodies - Whys of Elementary Science" Set of 4, Filmstrip House
"Detroit - Manufacturing Community", SVE
"Machines That Made America Grow", Troll
"Blast Furnace, The Story of Steel", ERS
"How We Get Bread", SVE
"Bakery Forewoman - People Who Organize Facts", Guidance Associates
"Recording Engineer - People Who Work in Science", GA
"Television Sports Editor - People Who Organize Facts", GA
"Air Systems", Coronet
"The Story of Flight", Coronet
"How Airplanes Fly", Coronet
"Aircraft Engines: Pistons and Jets", Coronet
"A Trip to an Airport", ERS
"Whys of Elementary Science - The Earth's Surface" Set of 4, Filmstrip House
"Whys of Elementary Science - Weather" Set of 3, Filmstrip House
"The Story of Rubber", SVE

Books

Funny Folks in Limerick Land - Garrard
Come to Work With Us in House Construction - Sextant
Ed Emberley's Drawing Book: Make a World - Little, Brown and Co.
How a House Happens - Adkins
Career Comics: (30 each)
- Popeye and Construction Careers - King Features
- Popeye the Sailor and Agri-Business Careers - King Features
- Popeye the Sailor and Manufacturing Careers - King Features
- Popeye and Transportation Careers - King Features

Grade V Materials List (Continued)

Books (continued)

Six Toy Pattern Books - Stanley Tool Co.
Early American Design Book - Stanley Tool Co.
The Littelest Carpenter - Stanley Tool Co.
How to Choose and Use Tools - Stanley Tool Co.
Tool Guide - Stanley Tool Co.
The Brand of a Boy - Idaho Beef Council
Yellow Pages of Learning Resources - MIT Press
Better Homes and Gardens Cook Book
Mystery of the Food Power Tower (30)- National Livestock and Meat Board
Test Your Food Power (30) - National Livestock and Meat Board
Healthy is Happy - Whitman
Simulated Games and Activities for Social Studies - Instructor Pub.
S.R.A. Occupational Briefs
Pamphlet: How You Can Make Paper
The Story of Paper and Pulp
Come to Work With Us in a Television Station, Sextant
The Executive Manual on the Construction of Paper Projectiles or How to Build Paper Airplanes at the Office - by Rick Olson
Teaching Soil and Water Conservation - U.S.D.A.
Let's Go to the Weather Station - Hale
Weather and Weather Forecasting - Hale
What Will the Weather Be - Whitman

Supplies

National Cotton Council Kit "The Story of Cotton"
Crossword Puzzles by Ideal
- Farm Buildings
- Farm Animals
- Farm Machinery
- Crops
- Doctor
- Druggist
- Transportation (set of 8)

Drawing Instruments
T-Squares
S.R.A. Occupation Math Cards: #2, 5, 10, 14, 16, 27, 36, 42
Carpentry Aprons - Stanley Tool Co.
Tools (Boxes and Tools, 4 Kits) - Stanley Tool Co.
Woodburning Sets
Posters from National Dairy Council
Posters from National Livestock and Meat Board
Transparencies: Disease and Health, Weather; Milliken
Kits: Nurse, Doctor; Sears, Roebuck and Co.

Grade V Materials List (Continued)

Supplies (continued)

Scales - Measure of Small Weights
Pamphlet: Your Career in Pharmacy
Fine mesh wire
Bowls
Spoons
Measuring Cups and Spoons
Bread Pans
Flour Sifter
Individual Filmstrip Viewers
United Airlines Schedules
Plastic Trays (6)
Pamphlets: Soil and Water Conservation
Weather Forecasting Kit
Charts: Rubber and Tire Production Flow Charts
Pamphlets:
- Wonder Book of Rubber
- Rubber
- Miracle of Rubber
- Story of the Tire
- Charles Goodyear and the Strange Story of Rubber
- Tire Guide

Teachers Manuals:
- Story of Rubber
- Rubber

GRADE VI MATERIALS LIST

Grade Six: The Career Awareness Center makes arrangements for the following guest speakers and field trips:

Resource Speakers	Field Trips
Accounting Students	Bank
Bank Personnel	B.S.C. Computer Center
Secretary	Newspaper
Students from Business Classes	Sewage Treatment Plant
Newspaper Reporter	Sheriff's Office
News Photographer	Flower Shop
Newspaper Editor	Intermountain Gas Company
Graphic Artist	Telephone Company
Boise Schools Art Consultant	Stock Exchange
Elected Official	
Law Enforcement Officer	
Lawyer, Judge or Juvenile Official	
School Social Worker	
School Counselor	
Florist	
Forester	
Physical Therapist	
Real Estate Salesman	
Stockbroker	
Telephone Employee	
Insurance Agent	

The Career Awareness Center furnishes the following:

Guidance Filmstrips:

Developing Basic Values, SVE (Filmstrip and Cassette)
- "Acceptance of Differences"
- "Recognition of Responsibility"

Learning to Live With Others, SVE (Filmstrip and Cassette)
- "Learning About Patience"
- "Learning to Face Up to Mistakes"

Developing Good Work and Study Habits, ERS (Filmstrip, Captioned)
- "How to Study"
- "What to Do When You Fail"
- "Looking Up Facts and Information"

Career Filmstrips:

"San Francisco, Financial Community", SVE
"Office Occupations", Wonderful World of Work, Denoyer-Geppert
"How to Read a Newspaper", Troll Assoc.
"Cities Are People" w/record, Towns and Cities, Field
"City Problems are People Problems" w/record, Field
"People Solve City Problems", w/record, Field
"Quiet Please!", "Going Places", "People, People, Everywhere" w/record, Field

Grade VI Materials List (Continued)

Career Filmstrips: (continued)

"The Polluted Planet", Surviving the Ecology Crisis, SVE
"Overpopulation", SVE
"The Power Drain", SVE
America's Urban Crisis - Solid Wastes", SVE
"A Trip to a Sewage Treatment Plant", ERS-Troll
"Water Watchers", Towns and Cities, Field
"Keeping People Healthy", Towns and Cities, Field
"What Is a Mayor", Troll
"What Is a President", Troll
"What Is a Congressman", Troll Assoc.
"What Is a Governor", Troll
"Laboratory Technician - People Who Work in Science", Guidance Assoc.
"A Trip to Court", ERS-Troll
"People in Poverty - Surviving the Ecology Crisis", SVE
"Community Organizer - People Who Help Others", GA
"People Who Help Others", GA
"Soil for Plants", Filmstrip House
"Physical Therapist - People Who Help Others", GA
The Whys of Elementary Science, Filmstrip House
"Rocks and How They Change"
"How the Earth's Surface Changes"
"The Earth's Surface"
"The Story of Oil", Standard Oil Company
"Oil, Wealth From the Ground", Troll
"Natural Gas, Science Behind Your Burner", American Petroleum Institute
"Gas, Our Community Utilities", Coronet
"Choosing and Buying a House", SVE
"Choosing and Renting an Apartment", SVE
"Day Care Worker - People Who Help Others", Guidance Associates
"Telephone - Our Community Utilities", Coronet

Books:

Busy Office, Busy People, Albert Whitman
Yellow Pages of Learning Resources, MIT Press
Come to Work With Us in a Bank, Sextant
For Those Developing World of Work, Northern Illinois University
SRA Occupational Briefs
Popeye the Sailor and Business and Office Careers (30), King Features
Popeye the Sailor and Communications and the Media (30), King Features
Popeye the Sailor and Environmental Careers (30), King Features
Popeye the Sailor and Public Service Careers (30), King Features
Ed Emberley's Drawing Book: Make a World, Little, Brown and Co.

Grade VI Materials List (Continued)

Books: (continued)

What Does a Forest Ranger Do, Dodd Mead
Come to Work With Us in a Telephone Company, Sextant
Occupational Outlook Handbook, U. S. Department of Labor

Booklets:

- Journey Through a Stock Exchange, American Stock Exchange
- Native Trees of Idaho, Bulletin 289, Idaho Agricultural Ext. Service
- Teachers Guide for Rocks and Charts, McGraw Hill
- The Story of Oil, Standard Oil of California
- Distillation Handbook, Standard Oil of California
- Money and You
- The Story of American Banking
- 400 Years of Banking
- How Banks Help Us
- Using Banking Service
- Vinny and Billy: The Boys With a Piggy Bank
- What Everyone Should Know About Checking Accounts
- Electronics Data Processing Written for the Layman
- Yes, No.....One, Zero
- Facilities Serving the World of Business
- Pathways to Progress
- World of Science and Technology

Supplies:

Make a World Game
1984 Newspaper Poster
Fingerprinting Kit
Magnifying Glasses
Transparency Books, Milliken
- Ecology
- Rocks and Minerals
- Geological Processes

Kits by Nasco
- Introduction to Tracks and Tracking, Vol. I
- Western Conifers, Unit 10

Rock Sample Kit, McGraw Hill
Managing Your Money (5 games), Cuna Mutual
Play Money
3 or 4 rolls of film per classroom
Developing and printing equipment
SRA Math Cards #1, 3, 4, 11, 15, 17, 18, 20, 21, 22, 23, 29, 31, 32, 33, 41, 43, 44, 46

Grade VI Materials List (Continued)

Supplies: (continued)

Ideal Crossword Puzzles
- Secretary
- City Buildings
- City Recreation
- Workers in a City
- Policeman
- City Traffic
- Teacher
- Librarian
- Telephone and Telegraph

APPENDIX E

BOISE INDEPENDENT SHCOOL DISTRICT CAREER EDUCATION CAREER AWARENESS PROJECT

AN INTERIM EVALUATION REPORT

PREPARED BY
EDUCATIONAL SYSTEM PLANNING
J. WARD

MARCH 9, 1973

The purpose of this report is to give a general overview interim status assessment of the various aspects of the Career Awareness project as funded by Vocational Education Act, Part D, research projects. In addition to this general interim report, a specific evaluation report on the curriculum has been done as a separate report. This report resulted in performance objective revision effort.

The aspects reported in this document will include: product and process status reports and recommendation-conclusion observations of the Career Awareness project to date. Product evaluations have to do with such things as student achievement, the development of materials, the development of curriculum, and the development of guidance procedures. Process evaluation will deal with the management of the project, communications, evaluation of the project, the strategies that were used to develop products.

AREA STATUS COMMENTS

The first area to be reported on is the manner in which the initial steps of the project were handled. On a "last-minute-rush" basis, the State Department of Vocational Education informed the Boise Independent School District that they had approximately 7 days to submit a proposal for the research monies. Needless to say, this kind of rush procedure does not give time to do the type of planning that is necessary to develop a good working project plan. However, since the Boise Independent School District Career Education Model had been developed, it was felt by the State Department of Vocational Education and the district that the research monies could be used to develop the portion of the Career Education Model at the elementary level. This intent was submitted and was funded. An expansion of the project plan was completed; a management scheme was developed and further elaboration upon the project plan as originally submitted to the U.S. Department of Education was made. This planning step was a very necessary and wise procedure to follow. Many times inadequate prior planning does not enable the objectives of the project to be met.

The next major aspect to be reported upon is the in-service training. The major thrust of in-service training on a formal basis was a two week training session held this past summer conducted by two gentlemen who have had prior state department and college experience with Career Education. One or these, a very dynamic person from North Dakota State Department of Education, was able

to inspire and set the stage with the thirty participants of the workshop. It was evident from the evaluation instruments completed daily by the participants that both sessions of the in-service workshop did achieve the goals of motivating the teachers and guidance counselors who participated. The sessions also informed them of what the ideals and purposes of Career Education were. The workshop participants developed some specific curriculum teaching units that were used by the pilot testing teachers in the actual implementation phase of this project.

The next aspect to be reported is that of curriculum development. One of the objectives of the project was to develop a performance objective based curriculum that would allow the teachers to integrate the Career Awareness concepts into the on-going programs that were already being taught. Approximately 160 teaching units have been developed plus guidance units to support this effort. They were developed by workshop participants, project staff and consultant writers. The units are now in the process of being revised, and before the end of the year will be rewritten using a better format, and reducing the actual bulk of the draft documents. The performance objectives are being revised and rewritten so that the curriculum does become more based upon a performance system.

Another area that was called for in the design of the project was the development of a resource materials center. This center has been developed. It contains materials, film strips, comic book readings on careers and all types of study materials. When a unit is taught by a teacher all the necessary resources are given to her from this materials center for the implementation of the unit. This center seems to work very well and is an important factor in the success of the project.

At this time there is not collected as much information on student achievement as will be collected for the evaluation of the project as indicated in the project evaluation design. There is a control group and an experimental group set up for assessing academic achievement, changes in self concept, attitudes toward work, awareness of the variety of jobs that are available. The data that has been collected to date has been the data that the teachers collect as they teach individual units. The teaching of the curriculum units seems to be on schedule and all 160 units should be covered by the six grades by the end of the year. Forty of approximately sixty-five field trips have been taken. Forty-five of approximately 60 field trips have been completed.

The specific survey results of parents and teachers are reported on separate documents, but the teachers are unanimously in favor of the program and deem it worthwhile as does the building principal. The parent survey also indicated satisfaction with the program and enthusiasm for the results of the program.

The next area is that of guidance. There have been guidance units and strategies developed. Much of the guidance effort to date has been in the developmental and in-service stage. The use of guidance film strips and the class meeting guidance techniques to show teachers how they can provide guidance activities for students is an important aspect of this effort.

The next area is that of project management. The project management includes such things as: the scheduling of field trips, the providing of materials, the organizing of boxes of materials to be given to teachers when they start a unit, the coordination of speakers who support the activities of the unit; the distribution of supplies, coordination of field trips; the financial status reports of the project; the coordination of all the individuals involved; community, school, and parental dissemination of information about the project. In all aspects, except one, the management of the project seems to be going very well, with no major problems seen. The one exception is the management requirements of these projects by the State Department of Vocational Education which has caused delays. The project director has done an outstanding job.

Another aspect of the project is communications. The communications seem to be very satisfactory. Communication efforts have been made specifically to reach teachers, both other teachers of the school in which the pilot test is taking place and the teachers in other surrounding schools as well as administrators. Adequate communications for parents, particularly of those students who are participating, has been accomplished. Of course, the children provide in their enthusiasm, a great deal of information to the parents. Other kinds of communications have taken the form of contacts with district supervisory staff for their input, contact with the State Department of Vocational Education, and a series of informational meetings and tours of the project.

Evaluation is a big part of a research funded project. The evaluation design is not that of pure research as found in a collegiate research setting. It is a criterion based design. In order to have a criterion based evaluation design the student achievement and management design must be stated in performance

terminology. In assessing the degree of success or failure of the project, such tests as the Stanford achievement tests, a career awareness instrument, a self concept instrument, have been administered to the experimental group on a pre-post test basis. The control group will receive a post-test treatment except in the area of Stanford achievement test, which will be pre-post testing. The pre-tests have been selected and administered within schedual tolerances.

Other areas to be examined are the procedures that were followed in the review of the literature and other on-going projects, so that those knowledges that already exist can be put together and brought to bear on the objectives of this project. A most extensive review of materials, materials films, film strips, booklets, books, publications, was conducted. Curriculum outlines, guides and materials from all over the country were examined to synthesize a working program for this project. This analysis and research is a very important step in this or any project. Not re-inventing the wheel, but adapting existing materials to the purposes of the project, is a time saving and quality producing strategy.

RECOMMENDATIONS

1. A basic recommendation regarding this project would be that the curricular materials be continually revised and up-dated after the funding of the U. S. Office of Education is terminated at the end of this year.

2. The project is apparantly successful in meeting its objectives and could serve as a model to the district for implementing the Career Awareness aspect of the Career Education Model

3. The public relation and communication aspects of the project should be continued to insure that understandability of the project's goals, objectives, and that the purposes are continued. This will also help the project implementation on other school sites.

4. A different management relationship with the State Department of Education be sought in future projects.

CONCLUSIONS

The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives. Another conclusion is that the model of having a person or persons at the school site to support teachers in curriculum efforts, to provide materials, to research materials, to make curriculum revisions and assist in curriculum writing is an important organizational consideration whether the subject is Career Education or not. This decentralized support for a teaching staff should be studied by the school district as a viable way of bringing about successful education for students in all levels and aspects of education.

APPENDIX TO EVALUATION

Materials and Curriculum we have studied in organizing and writing our program. (All on file in Career Awareness office.)

Mesa, Arizona, Public Schools
Career Education Model - Los Angeles Unified School District
California State Department of Education
Career Development - University of Northern Colorado
West Hartford Public Schools, Connecticut
Project FAIS, University of Florida
Project LOOM, Florida State University
CCEM, Atlanta Public Schools, Georgia
Georgia State Department of Education
Cobb County School District, Marietta, Georgia
ABLE Model Program, Northern Illinois University
Southern Illinois University
The Center for Educational Studies, Eastern Illinois University
Pottawattamie County Schools, Council Bluffs, Iowa
Wayne State University, Detroit
Michigan Department of Education
CCEM Project, Pontiac Public Schools, Michigan
Minnesota State Department of Education
Robbinsdale Area Schools, Minneapolis
Plainview Public Schools, Minnesota
Helena Public Schools, Montana
New Jersey Department of Education, T4CP Project
North Dakota State Department of Vocational Education
Ohio Department of Education
Project Vigor, David Douglas Public Schools, Oregon
Federal Education Project Center, Meadville, Pennsylvania
Project in Vocational Education, Landcaster, South Carolina
State Department of Education, Columbia, South Carolina
Pharr-SanJuan-Alamo School District, Texas
Utah State Department of Education
CAPES, Washington State Department of Education
CA Tri-Cities Project, Richland, Washington
Career Development, Washington, D.C.
Career Development Guide for West Virginia Teachers (West Virginia State Department of Education)
Wisconsin Department of Public Instruction Guide
COSSA, Caldwell, Idaho

Units (Occupations) Completed through March 9

GRADE 1

1. First semester use of DUSO Kit
2. Family Workers and Helpers
3. Jobs I Do at Home
4. Jobs I Do at School
5. Jobs I Know at Home
6. Workers Who Come to My Home

GRADE 2

1. Doctors, Dentists, Nurse
2. Hospital Personnel
3. Barber, Hairdresser
4. Sanitation Workers
5. Television/Radio
6. Newspaper, Magazine, Book
7. Telephone
8. Mail
9. General Office Workers
10. Retail Store Workers
11. Food Service Workers
12. Railway Workers
13. Air Transportation Workers
14. Water Transportation Workers
15. Motor Transportation Workers
16. Architect
17. Carpenter

Units (Occupations) Completed through March 9

GRADE 3

1. Introductory
2. Astronaut
3. Cooks and Chefs
4. Dentist
5. Entomologist
6. Food Service Workers
7. Heavy Equipment Operators
8. Hospital Staff
9. Jeweler
10. Oceanographer
11. Marine Biologist
12. Icthyologist
13. Commercial Fisherman
14. Pottery Maker
15. Ship Captain
16. Ship Builder
17. Ski Area Manager
18. Veterinarian
19. Zoo Caretaker

GRADE 4

1. Introduction
2. Auto Mechanic
3. Cereal Industry Worker
4. Singer/Musician
5. Dancer
6. Actor
7. Stage and Lighting
8. Historian
9. Interior Decorator
10. Mosaic Craftsman
11. Painter
12. Purchasing Agent
13. Tailor, Dressmaker
14. Travel Agent
15. Truck Driver
16. Writer, Poet

GRADE 5

1. Introduction
2. Air Line Employees
3. Auto Assembly
4. Mobile Home Assembly
5. Baker
6. Butcher
7. Dietician
8. Farmer
9. Machinist-Welder
10. Meteorologist
11. Nurse - Physician
12. Paper Machine Operator
13. Pharmacist
14. Psychiatrist
15. Rancher
16. Soil Conservationist
17. Steel Worker
18. TV/Radio Announcer
19. Television Repairman
20. Tire Industry Worker

GRADE 6

1. Introduction
2. Accountant
3. Bank Personnel
4. Commercial Artist
5. Computer Programmer
6. Geologist
7. Oil Worker
8. Pipeline Engineer
9. Elected Government Official
10. Law Enforcement
11. Reporter
12. Photographer
13. Cartoonist
14. Editor
15. Printer
16. Office Manager/Secretary
17. Physical Therapist
18. Sanitation Worker
19. Social Worker

Field trips taken through March 9 (46)

1. Jewelry Art Class - Boise State College
2. Idaho State Legislature
3. City Sewage Treatment Plant
4. Planetarium, Capital High School (2)
5. Eddy's Bakery (2)
6. Fire Department
7. Idaho State Historical Museum (2)
8. Image National - Idaho Neon Sign
9. Ewing-Cameron Animal Hospital (2)
10. Burger Chef Restaurant (2)
11. Ada County Sheriff's Office
12. Treasure Valley Livestock Auction - Caldwell
13. Bunting Tractor Company
14. St. Alphonsus Hospital
15. Albertson's Food Stores (2)
16. KTVB (2)
17. Boise State Vo Ed Auto Mechanic
18. Boise State Vo Ed Electronic Technician
19. Boise State Vo Ed Business Field
20. U.S. Weather Bureau
21. The Idaho Statesman (2)
22. Boise City Zoo
23. Post Office
24. Cottonwood Canyon
25. Greyhound Terminal
26. Garrett Freight Lines
27. Art Mart (2)
28. Boise Air Terminal
29. Eagles Food Service Center
30. First Security Bank
31. Call Jewelers
32. Vista Treasure House
33. Guerdon Industries
34. City Library
35. Boise State Computer Center
36. Boise Little Theater
37. NNC Science Lab
38. Lucky Peak Dam Area
39. Construction Site of a Business Office
40. Bosworth Sullivan Co. - Stockbroker

Resource Speakers and Area of Interest through March 9

1. Marge Ewing - City Council
2. Dr. Wm. Ewing - Veterinarian
3. Tom Adams - Commercial Art
4. Harmon Travel Agent
5. Mrs. Wardhaul - BSC Business Careers
6. Pat Adamson - Dressmaker
7. Mrs. Erebo - Dental Hygienist (2)
8. Dr. Taylor - Dentist
9. Arvin Spofford - Auctioneer
10. Terry Losvolt - Ski Area Manager
11. Randy Washburn - Ski Equipment
12. Ken Dunbar - Psychologist
13. Steve Scanlon - Social Worker
14. Charlene Frost - Art and Printing
15. Steve Drakulich - Drama, BSC
16. Mr. Wood - Square Dancing
17. Mrs. Woods - Pharmacist
18. Steve Ahrens - City Editor Statesman
19. Robert Myers - Purchasing Agent, Skaggs
20. Dr. Copple - Pediatrician
21. Collette Wilde - Statesman Reporter
22. Cecil Sarruigarte - Barber
23. Rula Fahrer - Beautician
24. Don Riley Furniture - Interior Decoration
25. Dan Wilmot - KBOI Radio announcer
26. Mrs. Jean Sealander - Pianist
27. Pat Berg - Singer, BSC
28. Zella Moody - Cartoonist
29. Dave Frazier - Statesman Photographer
30. Chief Stewart, U.S. Navy - Shipping
31. Miss Simonds - Physical Therapist
32. Mrs. Shaffer - Inhalation Therapist
33. Mr. Borgelthous - Mountain States Tumor Institute
34. Mrs. Wanda Miller - Secretary
35. Mrs. Vivian Storey - Nurse
36. Velma Holsinger - Musician
37. Miss McIntyre - Jewelry Making
38. Dean Forest - NNC Pottery
39. Mrs. Wesche - Mosaic Crafts
40. James Terry - Meteorologist
41. Capital High School Students - Business Areas
42. Photography helpers from community
43. Ray Hoobing - Architect
44. Ken Williams - Stockbroker
45. Irene Wilcox - Social Work Dept., B.S.C.

PUBLIC RELATIONS AND INFORMATION ACTIVITIES

1. Article in the publication "Boise Schools".
2. Presentation to Elementary Principals group in May concerning project plans.
3. Meetings with parents of pilot students in June. (3 meetings)
4. Workshop for 32 teachers, counselors, administrators from the district in August.
5. Luncheon tours of project for 97 principals, administrators, patrons in seven sessions during January and February.
6. Presentations to the State Department of Education and the State Department of Vocational Education during February.
7. Presentation to the State Board of Education during February.
8. Met with faculties of Monroe, Jackson, Franklin, Hawthorne, Garfield during February and March. Whittier next week.
9. Presentation to the Citizens Task Force on Career Education during March.
10. Presentation to Garfield Boosters, 250 in attendance, during February.
11. Field trips to businesses in the community during the school year.
12. Resource speakers from the community (many parents of pilot students) during the school year.
13. Involving many parents in activities within the classroom during the school year.
14. Guest on "Hot Line" radio program during February.

This is the text of the note which prompted the teachers to write the following comments:

On Monday the 12th I go before the Central Staff for an evaluation of our program to date. Also, on the 13th the same to ask for our budget for next year. I would like the following from you for the 12th:

1. a paragraph or two indicating your evaluation of the program as a teacher,
2. a paragraph or two concerning how the program has effected your students.

Please feel free to state your genuine views, you don't work for the program but for the students.

Sorry for the rush.

George

3-5-73

Comments of teachers currently involved in the Career Awareness Pilot Project:

Career Awareness has enriched the first grade curriculum; it has created interest and added "spark". I have enjoyed teaching Career Awareness because the activities are meaningful to the children. The program is well-planned; the units are interesting; all the needed materials and equipment are supplied.

The children are gaining a broader knowledge of Family Workers and School Workers, and a better attitude about work. The DUSO Kit helped the children develop positive attitudes of self worth and mature behavioral patterns. There are many purposeful activities which stimulate learning; the children seem to enjoy school more when the learning is fun! The parents are involved in the program, too, which makes a closer relationship between home and school.

We are enthusiastic about Career Awareness!

--Mrs. Harvey - Grade 1

"Oh, I don't want to go to work today!" This was my favorite saying last year. Then I decided to pilot Career Awareness. Let me tell you, I love my job, and I love what Career Awareness has done for me. I evaluate this program as GREAT!!

My second grade shows a greater interest in things around them. They see there are other things to do other than what their fathers or mothers do. After each concept they are able to relate the new concept with the ones they have already done. Their "feedback" is in a greater scope. In developing simple sentences I find many of them are about the area of work we are studying.

I find my children are a happier group, because they are learning by doing!!

--Mrs. Diener - Grade 2

Teaching Career Awareness from the teacher's viewpoint is a rewarding experience. Units are carefully written and materials well coordinated. The units follow the existing curriculum in such a way that I still teach basic skills effectively. We evaluate each unit after completion. Well-planned units such as these are very valuable to busy teachers who have little time to plan extensively a variety of units.

The children's interest in school is high. A typical comment is "What job are we going to study next?" They often ask for more books to study a particular career. The variety of pictures, filmstrips and films has a high interest appeal. The children talk with their parents about careers.

Since we are free to arrange our curriculum, academic performance seems to be what I should expect of my particular group as a whole - mostly high average to superior with a few students who do not perform as well.

--Mrs. McIntyre - Grade 3

From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussions of behavior expectations and evaluations have also helped.

I am not saying extra effort is not required on the part of the teacher. It is. However the C.A. program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think this is good. With the counselor making arrangements for material and resource persons and trips, the job has been much, much easier.

Adapting existing curriculum around careers has not decreased knowledge in core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

Students are very much in favor of continuing in Career Awareness programs - as are their parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

Scholarship does not seem to change to a great degree. Good students would probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in any field. I believe this has been our goal and it has been reached.

--Mrs. Swensen - Grade 4

Career Awareness has made it possible for me to teach the regular curriculum with a practical emphasis. Social Studies takes on a new meaning when it is looked at from the perspective of a possible vocation. Health becomes more tangible when students can use the point of view of a dietitian planning balanced meals or a psychologist helping to find solutions for problems.

Having the materials gathered together for me and brought to my room makes it easy for me to use the units. I find the career awareness units a valuable resource in giving depth and inhancement to all phases of the curriculum.

The students in my class have displayed a great deal of interest in the study of career opportunities along with their regular studies. The program provides some varied activities in each area of curriculum and spices up the school year with field trips to places where people are working. An unsolicited testimonial follows. I think it is typical of what my students feel.

Mr. Pierce's Field Trip to the Weather Station. It was fun because we got to learn about the weather. We are studying a meteorologist's job and we took a trip to the weather station. A man there told about how they send a weather balloon up to get information about the weather. We saw how big a weather balloon is. And we got to look at two machines that helped them do their job, and we got to see a machine that went up in the weather balloon. (David Pearson, 5th grade)

--Mr. Pierce - Grade 5

In my opinion the pilot project concerning Career Awareness has been highly successful in several areas. The well written curriculum has allowed my students to broaden their perception of themselves, their peers and the world of work in the classroom as well as out of the classroom (field trips).

One spinoff (in this year of consolidation) of the program has been an increased awareness and involvement on the part of the community as to what is happening in the classroom. My experience has been that this program has made many friends for the school district, specifically Garfield School. Feedback from my students and their parents tells me that Career Awareness is often times a focal point of conversation at the dinner table.

At this point in the school year I have satisfied my conscience that the "basics" are not being slighted in my room. The integrated curriculum of the project has been instrumental in easing my conscience. Finally, as a sixth grade teacher I believe that my students will be better equipped to choose courses of study and make other educational decisions as a result of their increased awareness of career opportunities.

Mr. Simonds - Grade 6

Comments by Supervisors and Consultants

The Art Education included in the Career Awareness Program at Garfield Elementary School is primarily of a job orientation-survey nature. The guest artists presentation complement the general art education and creates greater meaning and understanding, thus appreciation of the school art experiences.

We feel there is no infringement as is practiced, on the quality or sequence of the general art program. If anything, each effort serves to enrich the other.

--Charlene Frost, Elementary Art Consultant

The more comfortable and successful a child feels when he starts to school, the better he will succeed in his academic program. The units of work that the elementary pupil will study in Career Awareness Program will help him to understand people, their work, and their responsibilities. With added materials to read and study, he will become acquainted with many kinds of work in his early years. Children are curious and through this study many will develop a deep interest and may wish to continue in the profession they have been studying.

It is sad when a young man or young woman says, "I don't know what I want to do."

The materials, the films, the field trips, and the resource people are excellent to help promote this program.

--Isabel Swope
Elementary Language Arts Consultant

We see the Career Awareness program as adding strength to the entire curriculum and especially to the social studies through:

1. emphasis on developing understanding of self and others
2. action oriented curriculum
3. involvement of innovative teaching techniques--role playing, problem solving, comparative studies, community involvement, subject correlation and use of primary source material
4. necessity for more thorough teacher planning--both short range and long range

In order to achieve the goals and objectives of Career Awareness Program students will be faced with the need to develop many basic concepts from the various social science disciplines. The introduction of many essential economic concepts are of prime importance in elementary education and Career Awareness meets this need.

We recommend a complete revision of the assigned grade level units so the Career Awareness Program can become more closely aligned with the scope and sequence of the social studies.

--Shirley Knowlton
Social Studies Supervisor K-12

--Lois Marker
Elementary Consultant

APPENDIX D-1

GRADE 1 CAREER AWARENESS

1. Every person needs food.
2. Every person needs a car.
3. In order to have fun, you need to spend money.
4. Your father's or mother's job is important.
5. All people do work.
6. A plumber can come to my home to do his work.
7. A principal can come to my home to do his work.
8. An oil delivery man works in a school.
9. A postman works in a store.
10. A policeman would come to my home to do his work if I called him.
11. A store clerk would come to my home to sell me groceries.
12. A counselor works in a school.
13. All salesmen work in stores.
14. Men and women can have the same kinds of jobs.
15. Work can be fun.

Developed by Project Director

GRADE 2 CAREER AWARENESS TEST

1. Which of these is a dairy product?
   (Pictures: a) bread, b) cheese, c) ham)

2. Most bakery products come from:
   (Pictures: a) grain, b) tree, c) sheep)

3. Which of these people is raising a type of produce?
   (Pictures: a) cow, b) produce, c) chickens)

4. A butcher knows mutton comes from:
   (Pictures: a) sheep, b) pig, c) cattle)

5. Circle the instrument a doctor would use in his work:
   (Pictures: a) stethoscope, b) brace, c) T-square)

6. Which picture shows a person who works in a hospital?
   (Pictures: a) lab technician, b) tailor, c) architect)

7. Which sign would a barber use outside his shop?
   (Pictures: a) pawn shop, b) barber shop, c) miscellaneous

8. Which kind of vehicle would a sanitation worker drive?
   (Pictures: a) street sweeper, b) fire truck, c) delivery truck)

9. Which tool would a plumber most likely use?
   (Pictures: a) saw, b) hammer, c) monkey wrench)

10. What tool would a carpenter most likely use?
    (Pictures: a) saw, b) trowel, c) shovel)

11. Which one would an electrician work with?
    (Pictures: a) cable, b) lumber, c) bricks)

12. Which tool would a bricklayer use?
    (Pictures: a) trowel, b) hammer, c) wrench)

13. Which tools would an architect use?
    (Pictures: a) paints, b) compass and T-square, c) hammer and screw driver

14. Which equipment would belong to a policeman?
    (Pictures: a) axe and fire extinguisher, b) compass and T-square
    c) whistle and night stick

15. Which is part of our judicial system?
    (Pictures: a) judge, b) architect, c) blacksmith

16. If you were a fireman, which tool would you carry on your truck?
    (Pictures: a) hammer, b) axe, c) saw)

Career Awareness Test - Grade 2 (Continued)

17. Which hat would a man in the Coast Guard wear?
(Pictures: a) cap, b) cap, c) Coast Guard Cap)

18. Which one of these engines would run on electricity?
(Pictures: a) steam, b) electrical, c) diesel)

19. Which person works for an airline?
(Pictures: a) railway, b) airline, c) hospital)

20. Which ship would a tugboat captain drive?
(Pictures: a) ferry, b) ocean liner, c) tugboat)

21. Which type truck would a driver use to haul oil?
(Pictures: a) freight, b) cement, c) oil)

22. Which form of communication employs a person called a director?
(Pictures: a) television, b) postal, c) magazine)

23. Which form of communication employs a person called a publisher?
(Pictures: a) television, b) postal, c) magazine)

24. Which form of communication employs a person called a lineman?
(Pictures: a) magazine, b) telephone, c) postal)

25. Which form of communication requires a zip code?
(Pictures: a) radio, b) telephone, c) postal)

26. Which equipment would a general office worker use?
(Pictures: a) tailor, b) architect, c) office worker)

27. Which person is a retail store worker?
(Pictures: a) machinist, b) retail store worker, c) potter)

28. Which person is a food service worker?
(Pictures: a) food service worker, b) secretary, c) teller)

Developed by Project Director

GRADE 3 CAREER AWARENESS TEST

1. Circle the picture of a tool a chef would use in his work:
   (Pictures: a) saw, b) frypan, c) axe)

2. Circle the food service worker:
   (Pictures: a) nurse, b) waitress, c) telephone operator)

3. Which of the following would be working in a shipyard building ships?
   a) welder, b) pharmacist, c) oceanographer

4. A home economist works with:
   a) transportation, b) insurance, c) foods

5. A person who takes trips in rockets to the moon is:
   a) an astronaut, b) an aquanaut, c) a venanaut

6. A ship captain would not be captain of:
   a) barge, b) ferry, c) dock

7. A ski area manager uses which equipment?
   (Pictures: a) tennis racket, b) golf clubs, c) skis)

8. An oceanographer would be most concerned about:
   a) tumbleweeds, b) seaweed, c) trees

9. Which person is a pottery maker?
   (Pictures: a) dressmaker, b) chemist, c) potter)

10. Another name for a shoe repairman is a:
    a) tailor, b) cobbler, c) tinker

11. A mechanical engineer would most likely:
    a) run a train, b) survey the land, c) help plan a dam

12. A railway engineer would be concerned with all but which one of the following:
    a) gondola, b) locomotive, c) freighter

13. Which of these is a form of recreation?
    a) dentist, b) railway engineer, c) baseball player

14. A jeweler does not sell which of the following:
    (Pictures: a) ring, b) shoe, c) watch)

15. A dentist uses which equipment?
    a) X-ray machine, b) stethoscope, c) periscope

16. Which of the following would not be part of a hospital staff:
    a) psychiatrist, b) physicians, c) icthyologist

17. Zoo caretakers do all but which one of the following activities:
    a) stuffing animals, b) feeding animals, c) health of animals

Career Awareness Test - Grade 3 (Continued)

18. A commercial fisherman would be interested in catching:
    a) halibut, b) veal, c) shark

19. A person who doctors animals when they are ill is a:
    a) biologist, b) veterinarian, c) psychologist

20. Circle the animal a poultry farmer raises.
    (Pictures: a) chicken, b) pig, c) sheep)

21. An irrigation specialist would be most interested in:
    a) bridges, b) farm animals, c) reservoirs

22. An entomologist studies which one?
    (Pictures: a) swan, b) insect, c) fish)

23. A marine biologist studies which one:
    (Pictures: a) cat, b) lobster, c) tree)

24. An icthyologist studies which one:
    (Pictures: a) fish, b) ostrich, c) snake)

25. Which one would a heavy equipment operator work with on the job?
    (Pictures: a) caterpillar, b) boat, c) hammer)

26. Which person is probably a salesman?
    (Pictures: a) architect, b) salesman, c) orchestra conductor)

27. Which person is probably a retail food store worker?
    (Pictures: a) lab technician, b) tailor, c) food store cashier)

28. To make ice cream, an ice cream maker would use mostly:
    a) dairy products, b) produce, c) protein

29. Which one of these players is <u>not</u> a baseball player?
    a) pitcher, b) receiver, c) infielder

30. When you go to a hotel to rent a room, you would register with the:
    a) desk clerk, b) bellboy, c) doorman

31. Workers who make bricks make them mostly of:
    a) cement, b) clay, c) stone

32. Which person is a highway construction worker?
    (Pictures: a) surveyor, b) blacksmith, c) architect)

33. Who works on a railroad?
    a) navigator, b) longshoreman, c) switchman

Developed by Project Director

GRADE 4 CAREER AWARENESS TEST

1. The woman in the picture is a:
   a) cobbler, b) tailor, c) adjuster

2. Which of the drawings shows an interior decorator?
   (Pictures: a) architect, b) commercial artist, c) interior decorator)

3. Which of the following drawings shows an upholsterer?
   (Pictures: a) upholsterer, b) carpenter, c) blacksmith)

4. Which of the following is likely a soprano?
   (Pictures: a) male choir, b) soprano, c) male singer)

5. A choreographer directs which people?
   (Pictures: a) actor, b) magician, c) dancers)

6. Which of these drawings would likely contain a limerick?
   (Pictures: a) paints, b) book, c) violin)

7. An historian is a person who would likely investigate the:
   a) present, b) past, c) future

8. Who would be concerned with pantomime?
   a) musician, b) actor, c) painter

9. A mosaic craftsman most likely would work on a:
   a) mural, b) cartoon, c) ship

10. Which person is a member of the stage crew?
    a) actor, b) producer, c) lighting technician

11. Which person would most likely work with opaques, palettes and easels?
    (Pictures: a) architect, painter, c) architect)

12. The national park ranger does <u>not</u>:
    a) show films on forest life, b) give lectures on forest life,
    c) build forest roads

13. A cosmetologist is primarily concerned with a person's:
    a) health, b) personality, c) appearance

14. Which of these jobs would a barber likely not do?
    a) give shaves, b) give facials, c) give scalp massages

15. An organization which is concerned with the prevention of cruelty to animals is:
    a) the humane society, b) Zoological Society, c) Audubon Society

16. A cereal industry worker would <u>not</u> deal with which one of these:
    a) wheat, b) corn, c) beans

Career Awareness Test - Grade 4 (Continued)

17. The apparel industry worker uses:
    a) textiles, b) petroleum, c) pulp

18. A lumber mill operator works with materials which might become all but which one of the following:
    a) turpentine, b) paper, c) textiles

19. A truck driver will not drive which one of these:
    a) tractor trailer, b) freight carrier, c) freight barge

20. An auto mechanic would be concerned with which one of the following car parts:
    a) fender, b) piston, c) tire

21. Which of the following military services is directed by the U. S. Treasury Department?
    a) Coast Guard, b) Navy, c) Marine Corps

22. Which one of the following would not likely work for an insurance company?
    a) adjuster, b) claims agent, c) purchasing agent

23. A postmaster would not be concerned with:
    a) area codes, b) zip codes, c) C.O.D.

24. An employment counselor:
    a) helps people find jobs, b) helps settle labor disputes,
    c) pays people for their work

25. Which one of the following shows a person working for a volunteer agency?
    (Pictures: a) Red Cross Nurse, b) broadcaster, c) welder)

26. A lumber worker would likely work with a:
    a) chain link, b) sawbuck, c) chain saw

27. A wildlife manager sould not work with which one of these?
    a) psychologist, b) botanist, c) zoologist

28. Which one of these is not a form of mining?
    a) strip, b) grade, c) placer

29. A purchasing agent mostly buys:
    a) wholesale, b) retail, c) net

30. A person who would be concerned with format and layout would be:
    a) counselor, b) advertising agent, c) actor

31. A window decorator would not likely be directly responsible for:
    a) eye appeal, b) lighting, c) purchasing

Developed by Project Director

GRADE 5 CAREER AWARENESS TEST

1. Which word is not one a baker uses in his work?
   a) kneading, b) shortening, c) curving

2. A butcher can match the animal with the meat. Can you?

pig	mutton
cattle	sausage
sheep	veal

3. A television repairman would be mostly trained in:
   a) mechanics, b) electricity, c) electronics

4. Which person would plan a trip for you?
   a) travel agent, b) travel guide, c) traveler

5. Which picture shows a meteorologist?
   (Pictures: a) surveyor, b) astronomer, c) meteorologist)

6. Which picture shows a machinist at work?
   (Pictures: a) mechanic, b) machinist, c) machine operator)

7. Which machine would a steel worker likely not work with?
   a) rolling mill, b) blast furnace, c) barker

8. The assembly line process was perfected and used to a great extent by:
   a) Henry Ford, b) Benjamin Franklin, c) Thomas Edison

9. The main idea behind the assembly line is that:
   a) each person does a variety of jobs, b) each person specializes in one job, c) each person changes jobs frequently

10. Which picture shows a paper machine operator at work in a mill?
    (Pictures: a) paper mill worker, b) machinist, c) typist)

11. The tire industry worker uses a product, rubber, which comes from:
    a) mineral, b) animal, c) vegetable

12. Which picture shows an air traffic controller?
    (Pictures: a) meteorologist, b) air traffic controller, c) ticket agent)

13. Which of these is a member of a flight crew?
    a) meteorologist, b) navigator, c) travel agent

14. Which of these pictures shows a pharmacist?
    (Pictures: a) pharmacist, b) doctor, c) technician)

15. A physician would likely work with which instrument?
    a) periscope, b) horoscope, c) stethoscope

16. Which of the following could a nurse handle without the help of a doctor?
a) appendectomy, b) blood test, c) prescription

17. A person who is primarily concerned with the four basic food groups is:
a) mortitian, b) dietitian, c) physician

18. A psychiatrist works with people who have:
a) mental illnesses, b) physical illnesses, c) communicable diseases

19. A rancher would estimate what percent of a steer would become meat?
a) 75%, b) 50%, c) 30%

20. A dairy farmer would know which one of these is not a type of dairy cattle. Do you?
a) Ayrshire, b) Holstein, c) Yorkshire

21. A farmer would not be concerned with:
a) pollination, b) phosphates, c) ingots

22. A soil conservationist would not be concerned with:
a) the water cycle, b) organic matter, c) pollination

23. A fish hatchery manager would consider one of these as trash fish. Which?
a) carp, b) coho, c) steelhead

24. Which of these pictures is not an architect?
(Pictures: a) non-architect, b) architect, c) architect)

25. Which of these carpenter's hammers is a ball pean hammer?
(Pictures: a) claw, b) ball pean, c) mallet)

26. A sheet metal worker would not work on which phase of home construction?
a) electrical, b) heating, c) cooling

27. Which plumber's tool is a monkey wrench?
(Pictures: a) open-end wrench, b) monkey wrench, c) wire cutters)

28. Which of these tools is used mostly by an electrician?
(Pictures: a) wire cutters, b) bit, c) key-hole saw)

29. Which of these tools is used mostly by a bricklayer?
(Pictures: a) chisel, b) trowel, c) hack saw)

30. A roofer would lay shingles starting:
a) at the bottom corner of the roof, b) at the top center of the roof, c) at the top corner of the roof

31. A cabinet maker would not likely use which one of these tools?
(Pictures: a) plane, b) wire grips, c) brace)

Developed by Project Director

GRADE 6 CAREER AWARENESS TEST

1. A general office secretary would not likely be asked to operate:
   a) a calculator, b) a computer, c) a copying machine

2. A person who would work directly with deposits and withdrawals is:
   a) loan officer, b) teller, c) bank manager

3. A computer programmer would likely be employed by:
   a) a retail chain, b) a retail store, c) a wholesale store

4. A person who works primarily with ledgers, budgets, profits and losses is:
   a) a clerk, b) an accountant, c) a stenographer

5. An office manager would not be in charge of a company's:
   a) secretaries, b) stenographers, c) purchasing agents

6. Which of these is likely a commercial artist?
   (Pictures: a) architect, b) commercial artist, c) architect)

7. A person who would be especially concerned with the term Gutenberg is:
   a) printer, b) photographer, c) computer programmer

8. A person who would be concerned with the terms "bulls" and "bears" would be:
   a) a rancher, b) a biologist, c) a stockbroker

9. A newspaper reporter would not likely:
   a) report the facts of an issue, b) report his viewpoint of an issue, c) report all viewpoints of an issue

10. A newspaper photographer would not likely be interested in:
    a) light meters, b) time exposures, c) microscopic lenses

11. The person who checks a newspaper for content and format and gives the final go ahead for printing is:
    a) publisher, b) editor, c) printer

12. A political cartoonist would sketch a person:
    a) in caricature, b) in pantomime, c) in photographic detail

13. Which of the following is considered a community utility?
    a) Telephone company, b) Police Department, c) City Government

14. A city planner would help:
    a) plan the location of a particular home, b) plan the location of a particular business, c) plan the location of a community park

15. A scientist who deals with the history of the earth through the study of its rocks is:
    a) a geologist, b) a botanist, c) a meteorologist

16. An atmsopheric control agent must deal with many types of air polluters. The major source of air pollution in most areas is:
    a) automobiles, b) factories, c) home heating systems

17. A pipeline engineer would most likely be employed by:
    a) an irrigation pipe company, b) a concrete pipe company,
    c) a natural gas company

18. Which would likely employ a sanitation engineer?
    a) chemical plant, b) retail food chain, c) trailer factory

19. Which picture shows a physical therapist at work?
    (Pictures: a) physical therapist, b) dental nurse, c) lab technician)

20. Whose job is it to protect the President of the United States?
    a) F.B.I., b) District Attorney, c) Secret Service

21. Which person would likely have taken the most courses in psychology?
    a) counselor, b) principal, c) teacher

22. The term 'counselor' is often used to identify:
    a) a lawyer, b) a judge, c) a teacher

23. Which of these people is not elected?
    a) Vice-President of the U. S., b) State Representative,
    c) U. S. Supreme Court Judge

24. Which of these is <u>not</u> primarily a volunteer agency?
    a) Red Cross, b) Blue Cross, c) Ladies Aid Society

25. A landscaper is primarily concerned with:
    a) Botany, b) herpetology, c) zoology

26. A florist would <u>not</u>:
    a) arrange floral displays, b) do research on flower seeds,
    c) grow flowers and shrubs

27. The forest ranger would <u>not</u> likely do which job?
    a) inspect timber, b) lead conservation programs
    c) clean forest camps

28. The oil industry is primarily concerned with which science?
    a) geology, b) meteorology, c) biology

29. An animal ecologist would <u>not</u> likely be concerned with studying an animal's
    a) environment, b) preservation, c) food products

30. A developer is <u>not</u> concerned with:
    a) construction, b) leasing buildings, c) retail selling

31. A real estate salesman must be:
    a) licensed, b) bonded, c) enfranchised

APPENDIX D-2

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Can you give a good talk in front of your class?
3. Do you wish you were younger?
4. Do you usually let other children have their way?
5. Do you often feel bad in school?
6. Do you like being just what you are?
7. Do you have enough friends?
8. Are you a good reader?
9. Do you wish you were a different child?
10. Are other children often mean to you?
11. Do you often want to give up in school?
12. Can you wait your turn easily?
13. Do your friends usually do what you say?
14. Are you good in your school work?
15. Do you often break your promises?
16. Do most children have fewer friends than you?
17. Are you a good child?
18. Are most children better liked than you?
19. Would you like to stay home instead of going to school?
20. Are you one of the last to be chosen for games?
21. Are the things you do at school very easy for you?
22. Do you like being you?
23. Can you get good grades if you want to?
24. Do you forget most of what you learn?
25. Do you feel lonely very often?
26. If you have something to say, do you usually say it?
27. Do you often feel ashamed of yourself?
28. Do you like the teacher to ask you questions in front of the other children?
29. Do the other children in the class think you are a good worker?
30. Does being with other children bother you?
31. Are you hard to be friends with?
32. Would you rather play with friends who are younger than you?
33. Do you find it hard to talk to your class?
34. Are most children able to finish their school work more quickly than you?

From Questionnaire, Instructional Objectives Exchange, Los Angeles, California

SELF APPRAISAL INVENTORY

Intermediate Level

1. I like to meet new people.
2. Schoolwork is fairly easy for me.
3. I am satisfied to be just what I am.
4. I wish I got along better with other children.
5. I usually like my teachers.
6. I am a cheerful person.
7. Other children are often mean to me.
8. I often feel upset in school.
9. I often let other kids have their way.
10. Most children have fewer friends than I do.
11. I can always get good grades if I want to.
12. I can always be trusted.
13. I am easy to like.
14. I forget most of what I learn.
15. I am popular with kids of my own age.
16. I am popular with girls.
17. I often volunteer in school.
18. I am a happy person.
19. I am lonely very often.
20. I am a good student.
21. I often do things that I'm sorry for later.
22. Older kids do not like me.
23. I often get discouraged in school.
24. I wish I were younger.
25. I am always friendly toward other people.
26. My teacher makes me feel I am not good enough.
27. I always like being the way I am.
28. Most people are much better liked than I am.
29. I am slow in finishing my schoolwork.
30. I am often unhappy.

Self Appraisal Inventory (Intermediate Level) - Continued

31. I am popular with boys.
32. I can give a good report in front of the class.
33. I am not as nice looking as most people.
34. I don't have many friends.
35. I am proud of my school work.
36. If I have something to say, I usually say it.
37. I am among the last to be chosen for team .
38. I am a good reader.
39. I don't worry much.
40. It is hard for me to make friends.
41. I am not doing as well in school as I would like to.
42. I have a lot of self control.
43. Friends usually follow my ideas.
44. I find it hard to talk in front of the class.
45. I often feel ashamed of myself.
46. I wish I had more close friends.
47. I am good in my school work.
48. I am a good person.
49. Sometimes I am hard to be friendly with.
50. I like to be called on in class.
51. I wish I were a different person.
52. I am fun to be with.
53. My classmates think I am a good student.
54. I am sure of myself.
55. Often I don't like to be with other children.
56. I would like to drop out of school.
57. I can always take care of myself.
58. I would rather be with kids younger than me.
59. I can disagree with my teacher.
60. I can't be depended on.

From Questionnaire, Instructional Objectives Exchange, Los Angeles, California

Parent Survey conducted during late February, 1973. The following questions were asked of 135 students' parents, grades 2 - 6. Of these 106 questionnaires were returned to school.

1. This year my child's interest in school has:
 (36) a. increased noticeably
 (49) b. increased somewhat
 (18) c. remained about the same (several remarked interest had always been high)
 (1) d. decreased

2. This year my child has displayed:
 (37) a. a broad knowledge
 (65) b. some increased knowledge
 (2) c. no noticeable increase of knowledge about occupations.

3. My child mentions job areas they are studying in school:
 (66) a. often
 (31) b. occasionally
 (9) c. rarely
 (2) d. never

4. My child displays an understanding of the relationship between school subjects and occupations:
 (40) a. noticeably
 (47) b. somewhat
 (17) c. not to my knowledge

5. This year my child's academic performance has:
 (32) a. been noticeably better
 (35) b. been somewhat better
 (36) c. remained about the same (several remarked that it had always been good)
 (2) d. declined

6. My knowledge as a parent about Career Awareness program at Garfield is:
 (62) a. a good understanding
 (32) b. limited understanding
 (6) c. very little understanding
 (6) d. no knowledge

7. I would like to see my child continue in the Career Awareness program as part of the school curriculum.
 (100) a. yes
 (6) b. makes no difference
 (0) c. no.

Comments were invited.

Parents' comments on survey taken at end of February 1973.

"Tere's interest in school has increased considerably. She is getting better grades this year."

"Lody has mentioned Career Awareness often, and I had her explain it to me. Lody's interest in this program has helped her shyness very much. She has enjoyed the program very much and makes it interesting to the family."

"The only comments my son made about school in his first four years was that it was boring. This year he has mentioned many times that Mr. Pierce made school interesting - which may or may not have a thing to do with this program, but I am so pleased with his attitude that I have my fingers crossed that he will get Mr. Simonds next year and keep that interest up. If all goes well our Jean will get Mr. Pierce and then we will get comments. She's our talker, while Bert is quiet."

"Heather especially enjoys school and usually does well. She has enjoyed the program. She shares a lot of school experiences with us and also' last year before she began the program. Because she is like this it is hard to evaluate her."

"Not knowing that much about the Career Awareness program for the future I don't know. Feel a lot is in the teacher and attitudes of student. Right now I'm more concerned with his reading ability. My child has greatly improved this year in his attitude but is it the program or the teacher, or both? I'm all for improvement in our educational system."

"Our child is having a particularly happy year this year partially due to the activities of the Career Awareness program, but primarily due to her teacher."

"I will be very upset if Lennie is unable to continue in this program."

"I feel it would be a shame to not be able to continue in the Career Awareness program next year, because the next six school years are very important as to the students' decisions for future years. I would like to see East Jr. High have this program."

"I expect my child's academic performance to increase whether there is Career Awareness or not. That's what school is for."

"My daughter has always liked school a lot - but finds this curriculum very exciting."

"Some of these statements are somewhat too broad. Our daughter has had some academic problems this year which we do not feel are related to the Career Awareness program. We have been very much impressed with this program and certainly hope that it will continue."

"I find it hard to apply all these statements to Susan. For example #1. She has always been interested in school and has always taken an active part. For her to be less interested would be reason for concern."

"Definitely yes! We will help in any way we can."

"I think this is a very worthwhile program and I'm pleased my son is a part of it."

"I am quite pleased with the Career Awareness classes. The two children of ours in the program really enjoy their classes this year."

"I consider Career Awareness to be a tremendous advancement in our school system!"

"Our son transferred from an excellent school (private) in California. We feel that without your career awareness program he would have been very bored."

"We are pleased that two of our three children at Garfield were privileged to be in the Career Awareness program this year."

"The activities that go along with the program are highly interesting to children. Such activities would remain interesting regardless of their purpose or background. I would like my daughter to participate in such activities. I do not feel "Career Awareness" is applicable as a specific goal at less than 9th grade level. (I teach junior high)"

"My daughter has always liked school and has always done well academically. The fact that her interest and academic performance are essentially the same does not mean that she hasn't benefited from the career awareness program. We feel she has."

"He has always had a great interest in school and school subjects, but he is really excited about the Career Awareness program."

"I think it is a very good program. Hopefully there will be fewer dropouts in the future."

"I consider Career Awareness to be a tremendous advancement in our school system!"

"I feel that this program makes students more aware of many different occupations and also makes school more interesting by combining the two. I know Faye has enjoyed school and the program very much."

"I wish I could go to school again. It's great!"

"Chris hasn't talked to us about this program."